REPORT RESUMES

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RECREATION AND PHYSICAL ACTIVITY FOR THE MENTALLY RETARDED.

COUNCIL FOR EXCEPTIONAL CHILDREN, WASHINGTON, D.C.
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SPECIAL EDUCATORS, PHYSICAL EDUCATORS, PARENTS, AND VOLUNTEERS CAN PROVIDE RECREATION FOR THE MENTALLY HANDICAPPED. BACKGROUND INFORMATION ABOUT THE MENTALLY HANDICAPPED AND THEIR SPECIAL NEEDS IN A RECREATIONAL PROGRAM ARE CONSIDERED. OBJECTIVES OF PLAY AND OF RECREATIONAL PROGRAMS AND SUGGESTIONS FOR PROGRAM IMPLEMENTATION AND INSTRUCTION ARE PRESENTED. SPECIFIC EXAMPLES OF VARIED TYPES OF ACTIVITIES ARE LISTED. INCLUDED IS A 114-ITEM ANNOTATED BIBLIOGRAPHY. THIS DOCUMENT WAS PUBLISHED BY THE COUNCIL FOR EXCEPTIONAL CHILDREN AND THE AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION, 1201 16TH STREET, N.W., WASHINGTON, D.C 20036, AND IS AVAILABLE FOR $2.00. (HJ)

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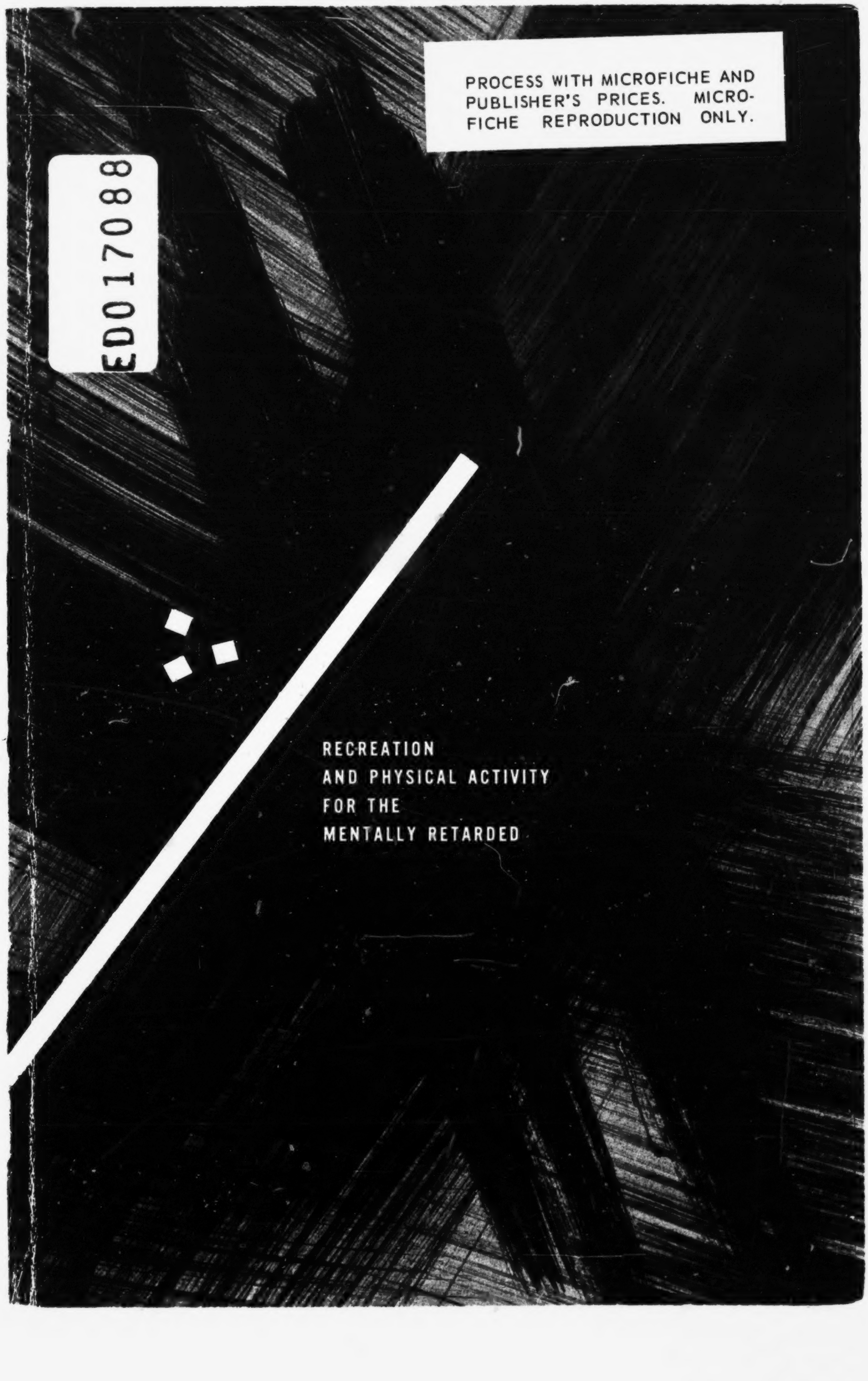

RECREATION
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COUNCIL FOR EXCEPTIONAL CHILDREN AND
AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION
1201 Sixteenth Street, N.W., Washington, D. C. 20036

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Foreword

This publication is the unique result of combining the expert knowledge of two departments of the National Education Association—the Council for Exceptional Children and the American Association for Health, Physical Education, and Recreation. A joint committee from these two professional organizations has prepared a manual which presents a practical, sound approach to providing recreation and physical activities for the mentally retarded.

The material has been prepared with three groups especially in mind: the physical educator who does not know much about the techniques of working with the mentally retarded, the special education teacher who has no technical knowledge about teaching recreational and physical activities, and the parent or volunteer who lacks background and training in both areas.

The booklet is designed to help these three groups by providing at least enough information to orient them to the problems they will face and to give them sufficient confidence to move ahead in this area, where action is so desperately needed. The information contained here is not all-inclusive; while it touches on the important facets, it does not cover each in all its details. An excellent bibliography is appended for those who wish to study further in the subject areas opened up by the material presented.

It is the hope of both CEC and AAHPER that this publication will have a profound impact on the programs planned for the mentally retarded, that it will inspire and assist all those working with the mentally retarded to expand their present offerings to include more activity, more recreation, to the end that all those with limited intellectual capacity will nevertheless learn to live healthful and satisfying lives.

Joint Committee of the Council for Exceptional Children and the American Association for Health, Physical Education, and Recreation

AAHPER

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School of Health and Physical Education
Ithaca College, Ithaca, New York

MARTIN W. MEYER
Indiana State Department of Mental Health
Indianapolis, Indiana

JULIAN U. STEIN, Director
Project on Recreation and Fitness for the
Mentally Retarded, AAHPER

Staff Liaison
JACKSON M. ANDERSON
Assistant Executive Secretary
American Association for Health, Physical
Education, and Recreation

Contributor
FRANCES GIDEN BERKE
Executive Director, Special Children's Center
Ithaca, New York

CEC

ALLEN MYERS, Head
Special Education Department
Eastern Michigan University
Ypsilanti, Michigan

E. MILO PRITCHETT, Head
Department of Special Education
Northern Illinois University
DeKalb, Illinois

Staff Liaison
WILLIAM GEER
Executive Secretary
Council for Exceptional Children

Contributor
BLUMA B. WEINER
Associate Professor
Department of Special Education
Yeshiva University, New York, New York

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Chapter I

What Is Recreation?

For many years, it was thought that all individuals who were mentally retarded were beyond help, that their functioning in society—or lack of it—could not be altered or improved. About twenty-five years ago professional workers began to realize that there were too many exceptions and contradictions to this generalization. Even among individuals with identical degrees of intellectual deviance there were great disparities of function. Eventually interested persons began to ask what made the differences in the life performance of two individuals with, theoretically, the same intellectual capacity.

In many instances the answer was found in social behavior. The individuals may have had similar ability or lack of ability to learn academic subjects, but there were great differences in the development of their abilities to get along with people, to share, to play, to use their time well, and to be responsible for themselves and for tasks assigned to them. This difference led the way to successful living in our world.

The elements which composed this difference are the objectives of recreation. More adequate knowledge and understanding of human growth and development and of social values has led to a much more realistic and humane attitude. The modern concept of mental retardation pictures an individual of worth despite intellectual limitations, and this feeling of worth is reflected in the goals which organized recreation has to offer.

The Goals of Recreation

The profession of recreation has set goals which indicate some of the possibilities of recreation as a contributor to those higher values which enrich the lives of human beings in a democratic nation. These common goals give direction, meaning, and purpose to organized programs of recreation.

Recreation is a major social, cultural, educational, physical, and moral necessity in the lives of children, youth, and adults. It is becoming more important in the daily living of each one of us.

Five goals for American recreation have been set forth by the profession: personal fulfillment, democratic human relations, leisure skills and interests, health and fitness, and creative expression and aesthetic appreciation.[1] One of the great and continuing challenges to the profession is the selection of activities in which these values reside and the exercise of the kind of leadership which leads to their attainment by all the people.

Personal Fulfillment

Goals sought by the recreation profession arise primarily out of the needs of the people in our democratic society. Men have fought and died to preserve the fundamental belief in the inherent value of the individual and the dignity and worth of human life.

Recreation activities have one outstanding purpose—to enrich the lives of people by contributing to their fulfillment as individuals and to their effective function in a democratic society.

All human beings are motivated by the same basic desire for adequacy or self-enhancement. Each individual needs to be wanted, accepted, and successful. This is the key to understanding human behavior. The extent to which need is met determines one's sense of fulfillment. Recreation can supply the experiences through which the individual may enjoy success. The leader assists the participant in the development of skills and conducts the program in such a way that even the unskilled may enjoy some degree of success.

All of the powers and capacities of the individual seek expression in the process of achieving a high level of personal fulfillment. All his capacities demand use in order to develop. Failure to use these capacities results in atrophy, disease, and the diminution of self. The competitor in sport welcomes the contest no matter how strenuous it may be because it gives him the opportunity to test his powers.

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[1] The following portion of this chapter has been adapted from *Goals for American Recreation*, published by the American Association for Health, Physical Education, and Recreation.

Leisure Skills and Interests

Skill is the foundation upon which interest is based. In general, people like to do what they do well and what gives them enjoyment, happiness, and satisfaction. A high degree of skill in an activity is the best guarantee of a desire to continue to participate in that activity; we must, therefore, do all in our power to develop this high level of skill in leisure activities. This responsibility is shared by the schools. More than half our adult waking hours are spent in leisure, so there can be no justification for the schools to fail to prepare young people for more effective use of their leisure. Here is one of education's finest opportunities.

If the school is to succeed in the development of leisure skills and interests, their acquisition must be carefully planned for and sought as intelligently as other goals. It is clear that a major task of the school is to help students acquire lifelong interests, appreciations, and skills in art, music, drama, outdoor recreation, crafts, dance, sports, and games, and in other leisure-time activities and hobbies.

Man has been described as a "skill-hungry animal." This craving for skill and the powerful drive for excellence is one aspect of the unremitting search for personal adequacy. One does not enhance the self by poor performances in leisure activities. The leader must do his utmost to raise the level of skill of all children and youth since good performance in motor activities at this age, as throughout life, contributes to poise and self-confidence and may even be the key to social acceptance by the peer group.

Numerous studies indicate that the way in which an older person uses his leisure depends in large measure upon the skills and interests he acquired in his youth. The majority of adults tend to engage in activities in which they have had previous experience and in which they have already developed some skill. The total health and happiness of the aged depends largely on the extent to which they remain active.

No one is as uninteresting as the person who has no interests. A comprehensive program of recreation will provide opportunities for all ages to develop interests in a wide variety of activities. One of the tragedies of modern life is the lack of involvement on the part of so many people in other than their own personal affairs. Leisure should be the means by which man experiences an awakening of civic responsibility and an increasing involvement in community life. There is no compulsion in participation in one's leisure interests—they reflect the free choice of the individual. An effective program of recreation must widen the horizons and expand the interests of the people.

Leisure skills and interests are not developed in a vacuum. They evolve out of experiences with activities under superior leadership. The higher the quality of these experiences, the greater the outcomes in terms of skills, interests, and other associated values. A comprehensive program of recreation should—

1. Be based upon the needs, interests, and abilities of all the people.
2. Provide opportunities for participation on an individual basis.
3. Include group activities whenever possible.
4. Consist of many varied activities.
5. Enlarge the interests of people and lead into more satisfying experiences.
6. Furnish opportunities for participation in the out of doors.

Health and Fitness

Throughout his history man has led a vigorous life. Running, jumping, throwing, lifting, climbing, and carrying were his basic activities. Primitive man had no choice; survival depended upon activity. Modern man does have a choice. He can now choose to be inactive, and too often, he has chosen inactivity since today's world is so unlike that in which his ancestors lived. Urbanization and technical developments have reduced opportunities for vigorous movement. Of work in the United States, 98 percent is done by machines; 1 percent is done by animals and only 1 percent by the muscles of men. We are fast becoming a nation of sitters, with biological deterioration the inevitable result. The law of use is, that which is used grows, develops, and becomes strong, and that which is not used softens and deteriorates.

The growth and development needs of children and youth require large amounts of big muscle activity. At no other period in life is the need for vigorous activity so compelling or so passionately pursued. Therefore, the challenge seems clear. Man's work today cannot supply him with the activity he needs. The solution lies in his more active use of his leisure. He must do things rather than watch. The choice lies with the individual; he may choose an active or a sedentary life. The teachers and recreation leaders of the nation should help influence his choice by assisting him in the development of skills and interests and by providing opportunities for enjoyment of those skills and interests.

Creative Expression and Aesthetic Appreciation

There is today a great need for personal expression, for creative experience and aesthetic appreciation in order to give depth and richness to life. Today's industrial-technical-spatial advances are marked by materialism. Our society lives comfortably, spends excessively, travels restlessly, and devotes much time to superficial and aimless recreation. Increasing automation has magnified the unemployment problem and necessitates retraining of vast numbers. Education has the primary responsibility of stimulating original thought, encouraging creative self-expression, and placing ultimate value on individual self-fulfillment, the creative use of leisure time through which society is searching for deep and rich satisfactions. The climate for learning, dreaming, and doing may be as diverse as the camp, the shop, the gymnasium, the classroom, the studio, the city street, and the open field. Achievement is unlimited and fulfillment inevitable.

Democratic Human Relations

The ultimate quality of a democratic citizen is respect for human personality, belief in the inherent worth of each individual and in the dignity of human life. This quality involves a respect for differences in people, and not because of wealth, social standing, race, or religion. Children are not born with the qualities of a democratic citizen. One of the important functions of recreation leadership is to conduct programs in such a manner that they produce the kind of behavior essential to citizens in a virile democracy. The leader must be constantly alert for such opportunities to encourage respect for human beings and their welfare. As children progress socially, the good leader will provide opportunities to develop strong, responsible, self-reliant individuals capable of both thinking and acting for themselves.

Democracy is based on the idea that most people will work cooperatively in a common effort to achieve common goals without legal compulsion. The ability and the desire to cooperate must be learned; they are not inherited. Recreation leaders, therefore, make an important contribution to the development of this quality in youth by guiding them to work together as team members and to share in the use of equipment.

"The failure to unite liberty with order has been the major cause of the downfall of democracies in the past." The recreation leader teaches youth respect for law by teaching him respect for the rules of the game.

Within the competitive situation are many factors which test the moral fiber of boys and girls. Many incidents which arise constantly in the play experiences of youth and adults afford the leader a good opportunity to give his followers an understanding of ethics and what democracy means in terms of human relationships.

The Challenge of Recreation for All

Recreation has a purpose. Recreational activities can contribute much to the physical, social, mental, and emotional needs of those who participate. At a time when leisure planning for everyone is gaining momentum as a national social movement, the possibilities of leisure planning and organized recreation programs for the mentally retarded need to be fully explored. As these programs benefit the individual, they will also benefit the parents and the community.

However, a survey of 2,200 community recreation programs revealed that only 2 percent offered programs for retarded children or adults, and most of these were sponsored by parent groups. It can be said that mentally retarded people generally take a spectator role in recreational or leisure-time activities. They spend a good deal of time listening to the radio, looking at television, and watching rather than participating in sports activities. Few mentally retarded adolescents and adults participate in outdoor sports or activities like fishing and boating. Apparently, without direction few retardates do anything constructive with their free time, nor do they know what to do with themselves in their spare time.

The kinds of limitations that prevent the retarded from adapting well to academic and social situations also work against them in fitting into the recreational activities of other people. This is true of the preschool mentally retarded child and of the mentally retarded adult as well.

Some mentally retarded boys and girls, and men and women too, can be accommodated in the leisure time and recreational activities that other people enjoy. At the same time, it is necessary to plan and coordinate programs designed especially for those who cannot profit from the activities of the regular program. The fact that an individual or group cannot participate in the regular program does not remove them from the spectrum of the total recreational program or from the responsibility of the professional person.

Mrs. Eunice Kennedy Shriver, executive vice-president of the Joseph P. Kennedy Jr. Foundation, has said: "Only a small percentage of the nation's recreation departments is conducting any type of recreation program for the retarded; no major city has a model year-round program for the retarded; and no one has a special budget for recreation for the retarded." Mrs. Shriver has urged cities to start year-round recreation programs for the retarded and states to plan statewide programs of special facilities for the retarded. She has encouraged every recreation agency to increase their efforts to serve the mentally retarded. "There are six million retarded persons in this country, and they need recreation even more than the rest of us," she emphasized.

The type of program advisable for the mentally retarded members of the community depends not only on the degree of retardation, but on physical fitness and social adjustment as well as past experiences. There is need to find out how retardates use their leisure time, to provide programs that will prepare them for active participation in a wide variety of recreational activities, and to stimulate their interest and desire to participate in activities in which they have had little previous experience or opportunity.

Recreation and school physical education personnel need to develop programs for the mentally retarded that meet their needs, interests, abilities, and limitations. Programs have been designed with activities of all types as included in programs for normal people, the only adaptations being the setting of lower sights of achievement. Program content that will best reach the retardate of varying levels of intelligence must be determined; programs that will meet the goals and objectives of the retarded population must be planned, organized, and administered. There is further need to analyze activities in light of the special characteristics and limitations of the retarded, so that adaptations can be made and special methods, techniques, and approaches to teaching these activities to the retarded can be developed where necessary. While it is generally felt that no special physical education or recreation equipment, supplies, or facilities are needed for the retarded, this, too, is an area that needs further investigation and research for verification.

Current literature and reports of interested leaders at conferences and conventions stress a need in recreation programing for the retarded, the need to unify the efforts of all recreation leaders, all organizations and agencies, public and private, in coordinating the existing recreation activities for the handicapped and to establish new programs. Not only is it a question of how to spend the dollar most wisely, but also how to make the best use of trained leadership and how to enlist all community resources in a program that will expand and continue the elementary school programs of physical fitness, play activities, and organized sports throughout the adult life of the retarded. The school is a potent force, but it needs to be reinforced with the programs of all community agencies if a year-round program is to be maintained for the social adjustment of the mentally retarded.

Chapter II

Who Are the Mentally Retarded?

What is mental retardation? Almost everyone these days has some sort of notion about the impairment we call "mental retardation." Whether we realize it or not, practically each one of us has had some direct contact with a child or adult who is so impaired. Who are the retarded? How are they different from other people? How are they like other people? And most of all, what can be done to help the retarded?

As defined by the President's Panel on Mental Retardation, "the mentally retarded are children and adults who, as a result of inadequately developed intelligence, are significantly impaired in their ability to learn and to adapt to the demands of society." From early childhood, the mentally retarded person has experienced marked delay and/or difficulty in learning and has been relatively ineffective in applying whatever he has learned to the problems of ordinary living. He needs special training and guidance to make the most of his capacities, whatever they may be.

For a number of years the most usual pattern for the detection of retardation has been to observe that, after one or two years in school, a child does not achieve well. When this occurs, the child is usually referred for testing by a psychologist to determine whether retardation is the cause of his school difficulties. Sometimes, however, the parent or family doctor may suspect retardation when the preschool child fails to develop such motor skills as sitting, creeping, or walking, or is delayed in language when he is beyond the ages when these developments usually take place.

Causes and Types of Mental Retardation

Among the specific identified causes of mental retardation are German measles (rubella) in the mother during the first three months of pregnancy; excessive X-rays during early pregnancy; meningitis and other infections or diseases; Rh-factor incompatability between mother and infant; lead poisoning in young children; chromosome abnormalities such as Down's syndrome (Mongolism); faulty biochemical reaction; injury to the child during birth or childhood; a variety of inborn errors of metabolism; and physical anomalies or malformations of the brain or other organs, such as hydrocephalus (a blocking of ducts resulting in accumulation of fluid in the brain). In addition, neglect and deprivation of stimulation can adversely affect the development of intelligence. These and many other factors contribute to impaired and depressed functioning in perception, association, memory, and conceptualization as well as to difficulties with accurate abstraction, judgment, and evaluation. However, mental retardation is not a disease. Rather, it may be considered as a symptom or correlate of a disease, of an injury, of some failure in development, or even of inadequate opportunity for learning. It can be so severe that the retarded person can never leave protective care, or so mild that it is detected only when the person is under stress or through special tests. For purposes of immediate educational management the causes of mental retardation are usually of less importance than the degree of impairment.

In most instances mental retardation can be distinguished from mental illness although they are not mutually exclusive. In the case of very young children differential diagnosis is extremely difficult.

In one widely used classification system, the mentally retarded are described as the "mildly retarded" or "educable," "moderately retarded" or trainable, and "severely" or "profoundly" retarded or totally dependent. Although limited in their potential for academic achievement, the educable retardate can usually be brought by special educational techniques to a state of modest self-sufficiency in adulthood. Trainable retarded children show a rate of mental development which is less than half of that normally expected, but many of them can learn to take care of their personal needs, to travel in their own neighborhood, and to perform useful tasks in the home or in a sheltered working situation. While some severely retarded can learn self care, their economic productivity is extremely limited. Usually the severely retarded cannot become independent even in eating and dressing, and they have little sense of necessary safety measures and little or no speech.

Although mental retardation is no respector of economic or social status, race, or creed, it is clear that the majority of the mentally retarded are the children of the least advantaged families in our society. This fact adds urgency to investigations of social, economic, and cultural aspects of mental retardation, and to our efforts to provide appropriate care, education, and occupational opportunities.

Characteristics of the Mentally Retarded

The chance of successful work with the retarded will be greatly enhanced by a knowledge of what to expect of retarded children in typical group situations. The problems discussed here have important implications for recreational programing and leadership for the retarded.

Attention Span. Anyone who has worked with groups of children knows that children vary widely in the length of time they will give attention to an activity of the group. Retarded children generally have a shorter attention span than normal children. If the activity is too challenging or demanding, the retarded child will lose interest rather quickly and become bored and distracted. In independent play or work activities he may lose interest because he cannot see the possibilities in expanding and developing the activity. He cannot work as well toward a goal or follow a plan as well as normal children his own age can.

Immature Interests. A retarded child in a group of normal children often seems to be interested in games, stories, songs, and even pranks that are more characteristic of younger children. It is important to keep in mind that while this kind of behavior seems inappropriate, it is probably in keeping with the retarded child's level of development. This characteristic has practical significance for the recreation worker who often must be guided by the mental rather than the chronological age of the retarded in selecting activities for the program.

Lack of Imagination. The mentally retarded tend to lack imagination, originality, and creativeness. In a group of normal children the retarded child is apt to be an imitator or follower, In a group of other children like himself, ideas and plans seldom develop spontaneously, and a teacher or recreation leader will need to supply ideas and plans for the children. If the retarded child is working or playing alone, he may also need an adult to suggest ways for him to use materials.

As children get older they gradually gain the experience and maturity needed to establish routines and make choices for themselves, and they learn to be flexible so that unavoidable changes in routine are not so upsetting. The retarded child will be slower at this kind of development than other children.

Deficiencies in the Higher Mental Powers. A typical arithmetic problem with which every adult is familiar is the one that begins, "John goes to the grocery to buy six oranges, costing 8 cents each, and three apples costing 7 cents each. If he has $1.00 to begin with. . . ." Most adults, and many children, have solved such problems over and over again so that they do not even realize to what extent they make use of powers of abstraction to reach a solution. Six oranges may mean nothing to a retarded child unless he can handle or see six oranges or six objects representing oranges. Indeed, the ability to let one object serve as a symbol for another is in itself an abstraction. Most of us employ a number of shortcuts in the solution of such problems, and we seldom even need to analyze the process. Working out a solution for a retarded child will involve a careful development of all the necessary steps in the most concrete and specific way that can be devised.

Inadequate Learning. Everyone has lapses in the ability to profit from experiences and to use failure constructively as a learning experience. The retarded child may not see any relationship between one experience and another and may repeat the same error over and over again unless someone points out to him an appropriate way to modify his behavior.

Disruptive Group Behavior. A young mentally retarded child often does not appear to differ very much from other children except in his inability to achieve in his school work. As he gets older the gap between himself and other children his age widens, and at the same time the child becomes more aware of his deficiencies as compared with other children. He may become frustrated and may express his feelings in ways that disrupt group activities and set him apart even more from his classmates whose acceptance and approval he so desires. He may become aggressive and hostile, striking out in all directions. This is the most obvious and offensive behavior from the point of view of an adult responsible for the management of a group.

Other retarded children may express their insecurity and fear of failure and reproof by withdrawing. They may refuse to be drawn into group activities or participate in any way. While this behavior may not be offensive to other children in the group, and while it does not create any particular problems for the leader or teacher, it nevertheless has a very deteriorating effect on the child.

When children are sufficiently developed to have a sense of independence, it is quite natural for them to express this feeling by being resistive. This stage of development usually occurs in normal children at about the age of two and one-half years. Naturally, the retarded child is going to arrive at this stage of development much later and will probably stay at it much longer than other children. Resistive behavior in the retarded child should be interpreted in terms of its appropriateness to his stage of development.

Children who are busy and happy are usually cooperative. Children who are engaged in work or play that interests them and that is appropriate to their state of development are, as a rule, cooperative and less likely to exhibit problem behavior. The teacher or recreation leader plans to engage the retarded child in interesting, developmentally worthwhile activities.

Needed: A New Approach

Physical education and recreation can make important contributions to the total growth and development of the retarded. Greater emphasis needs to be placed on the physical education and recreation of mentally retarded children, more time should be devoted to physical activities, and greater demands should be made on each of these children. Our mission is not to make champion or even talented athletes and performers, but to use the full impact and potential of physical education and recreation to enable each individual to become better prepared physically, mentally, emotionally, and socially to make his place in society as a self-sustaining adult who is capable of living the fullest, most satisfying, and worthwhile life possible within the limitations of his impairment.

Chapter III

What Play Can Mean for the Mentally Retarded

Play is of benefit to all children, especially to the retarded who, in addition to their intellectual deficit and impaired adaptive behavior, may have complicating problems such as lack of coordination, less resistance to fatigue, lower levels of strength, and poor body articulation. In many ways the retarded child acts like a normal child of the same mental level; he goes through similar stages, but at a slower rate than the average child. Most retarded children are slow in learning new skills simply because they do not have the mental ability to do them; they sometimes must be taught activities by methods different from those used with normal children. The retarded child does not learn entirely as normal children do from observation, innovation, and self-actualizing imitation. He must be taught to play and must be schooled in the skills of individual play, parallel play, and especially group play. There is some evidence that, with the proper type of stimulation and training, a retarded person may learn to do more complicated things than would be expected on the basis of his mental age.

Frequently a retardate rejects help because of the rebuffs, disappointments, failures, and frustrations he has previously experienced. Achievement and acceptance stimulate him in learning to do for himself. As a retarded child experiences success through play he will gain confidence in himself and in his ability; he will feel more desire, drive, and motivation to take part in a variety of activities. He will be more likely to see a task through to its completion and will be less reluctant to try new activities. He will become less negative in his manner; his self-esteem, feeling of individual worth, and sense of personal dignity will all improve. Simple tasks designed to help brothers and sisters, chores around the house, participation in service projects, and active play all offer opportunities for the child to improve his self-image. In spite of limited talent, the desire and ability to create is present with this group. However, the parent, teacher, or recreation worker must find activities on a suitable level for the retarded child since he may not sing, draw, act, play, or move as well as the normal child.

The impaired child is more *like* his nonimpaired brother than he is different and has the same basic needs as other children have. He not only needs food, shelter, clothing, and protection to sustain life, but he also needs a life to live. He has a great need to be sure that he is loved, understood, and accepted as an individual of worth and dignity. Many of these children frequently are reluctant to join a group or to participate in activities, but it is necessary that they learn to play and work with others. Definite attainable goals should be set for each activity whether it be individual, parallel, or group in nature. The developmental approach, encompassing small, sequential, and concrete steps, should be followed in presenting materials to retarded children to give them as many meaningful contacts as possible.

Goals for Play of the Retarded

Play is not time wasted. Most children do not have enough opportunity to play; many retarded children have even less. The young child should play between three and six hours every day, and much of his play should be active and vigorous. Through play the child becomes aware of himself as an individual person and becomes aware of the world around him. Play is a means by which the child expresses himself as social and character values are developed and woven into his personality. Play is an outlet for many needs of the individual. Mental stimulation, emotional health, social acceptance, and physical well-being initiated, stimulated, and nurtured from the very earliest play become the foundation upon which a happier and more worthwhile life for the individual is built.

Goals need to be set up so that individual accomplishment accrue through the child's play. The goals of play for the retarded must be set to take into consideration the activity, the past experience of the individual, his ability, limitations, and interests, and the degree of retardation. Play for the retarded must be structured more, especially at first and with younger children, than with normal groups. The leader must guide, encourage, and motivate the child into activity that has meaning and importance for him.

In addition to the tangible outcomes of physical development that result from wholesome and stimulating play, fun and having a good time are vitally important to the retarded child. In many instances he may have known nothing but a drab, barren, sedentary existence of sitting, staring, and even strait-jacketing when he has shown the normal urges of childhood. Active play can change this dismal picture.

Play and Mental Health

Promoting good mental health is an important aspect of any work with retarded children. Play can be a prime agent in bringing happiness to retarded children—happiness that can become the foundation of a productive, law abiding, and worthwhile life. Happiness is but one facet of good mental health. The home, classroom, playground, and community must be happy places where the retarded child is accepted, so that he will be better able to develop self-confidence, a feeling of belonging, and a sense of personal security. Some criteria for judging growth in mental health through play are:

1. Is he a happier child?
2. Is he easier to manage?
3. Does he exercise more self-control?
4. Does he accept direction and authority more easily?
5. If he goes to school, does he like it?

Play and Social Development

Social development and adjustment to the group and to the leader are as important outcomes of the play of the retarded as the progress in self-development. Learning to share with the group and to work and play with other individuals is especially necessary for the retarded. Increased willingness and ability to follow directions, to obey rules and regulations, and to accept decisions and discipline are indications of improved social development. Social development also includes progress in self-help skills, self-discipline, and self-direction. Dressing one's self, improved health and safety habits, and lengthening of the interest span are further tangible and observable indications of improved social development. Some criteria for assessing progress in social development through play are:

1. Does he work and play better with others?
2. Does he cooperate better?
3. Is he less easily distracted?
4. Is he happier in the group?
5. Is he friendly when he meets someone new?
6. Can he do more things for himself?

Play and Physical Development

Physical development as an outcome of play is frequently overlooked. Many retarded children are clumsy and weak, lack endurance, and are poorly coordinated. This condition is usually caused by hour after hour of sitting with no activity. Biologically vigorous activity is as much a necessity for the human body as food and oxygen, rest and sleep, and elimination of wastes. To meet this need for activity, it is necessary for all children, including all levels of the retarded, to participate in a variety of activities involving large and small muscle groups. Mastery of fundamental motor skills—such as walking, running, jumping, grasping, carrying, pulling, and bending—stimulates development of the large muscles of the body. Skills which are involved in low-organized games, lead-up games, relays, stunts, and self-testing activities and which are fundamental to most of our sports are combinations of the basic large muscle movements with refinements brought about by use of the appropriate small muscles. No precise pattern for definite progression of skills can be predicted that will apply to all retardates. Determination of direction can be established only when the teacher, counselor, or recreation worker takes into consideration all of the facts—degree of retardation, past experience, level of development, functional abilities, and so forth—and uses them to initiate a developmental program geared to the particular needs of the individual. Both free and organized play are necessary to satisfy the needs of children. Some criteria for assessing progress in physical development through play are

1. Does he walk better?
2. Can he use his hands more effectively?
3. Is his coordination better?
4. Can he use play equipment better?
5. Does he sleep more soundly?
6. Is he less susceptible to fatigue?
7. Does he show evidence of greater levels of strength?

8. Is he less awkward and clumsy?
9. Does he eat better?
10. Is his weight more appropriate for his age, height, and body build?

Play and Language Development

Language development includes listening and understanding as well as talking. The ability to grasp relationships between words and concepts is a key to understanding. The child without speech may need help in activities where verbal symbols and understanding are necessary for successful participation.

Playing may be a prelude and a stimulus to talking. It is possible for play to contribute to speech development even though the leader may not be an expert in language development or trained in speech therapy. Some criteria for assessing progress in language development through play are:

1. Does he understand more of what is said?
2. Can he make his wants known more easily?
3. Does he verbalize more?
4. Does he speak more clearly?
5. Has his vocabulary increased?

Play and Intellectual Development

Intellectual development refers to the ability to perform a variety of cerebral functions, at both conscious and subconscious levels, with greater facility, accuracy, and consistency. This includes the functions of observation, memory, logic, deduction, and spatial relationships as well as other conceptual and perceptual skills. The retarded have the most difficulty in handling abstract, verbal materials involving the various intellectual processes; the greater the level of retardation, the greater the difficulty.

Some retardates find it difficult to participate successfully in many play and recreation activities. This difficulty is not caused by lack of the basic abilities, but by a compounding of the intellectual deficit. The retarded intellectual development makes it difficult for the individual to understand instructions, comprehend rules, execute strategy and plays, and make the judgments, evaluations, and decisions necessary for successful participation. As the intellectual counterpart of the act is relegated to the lower centers of neural control, the resulting neuromuscular integration makes the act that much smoother. There is an interaction between play and intellectual development that needs to be clearly and fully understood by the play leader and recreation director. Play contributes to intellectual development; conversely, intellectual development affects one's success and achievement in play activities.

Some criteria for assessing progress in intellectual development through play are:

1. Is he more observant?
2. Is he better able to remember important facts?
3. Does he understand and follow directions more easily?
4. Does he understand rules and regulations involved in games and other activities more easily?
5. Is he better able to evaluate?
6. Does he make decisions on his own more often?
7. Is he more able to identify rhythms and tones?
8. Is he more able to identify animal sounds?
9. Can he finish a verse or story he has heard before?

The child is an integrated whole with all aspects of his personality—physical, mental, emotional, and social—interacting. Whenever there is a deficiency or impairment in one of these areas, there is a related effect on the other characteristics; the human organism is divided into categories only for academic convenience and discussion purposes. In the past there has been an *a priori* assumption that the intellectual deficit of the mentally retarded has taken from him the functions of his other drives, instincts, abilities, and skills. While it is generally conceded that impairments correlate rather than compensate, it has been shown that the mentally retarded can learn; they can be taught; they can be helped to become productive and contributing members of society. Play and recreation can be the stimuli, the synthesizing agents, and the common, binding thread where the individual uses meaningful, symbolic, and nonverbal activities to express himself and to learn. The individual participates in his own therapy; he is fully involved in it emotionally, socially, intellectually, and physically.

The Importance of Physical Activity

The broad area of physical activities represents an area of great need, since so many of the retarded have little opportunity to participate in vigorous activity. In many cases an individual's lack of response to other phases of an organized program is due to his great need for exercise, movement, and activity. Regular vigorous activity is essential. Because of the importance of exercise, and the great variety of activities available, a large portion of the recreation program for the retarded can be devoted to physical activities. Physical activities are adaptable and flexible and have great potential for helping the retarded.

The leader must realize that "Rome was not built in a day," or even two! It is easy to overdo and to overtax and tire retarded persons who are not used to sustained activity. The intensity of the activity must be gradually increased, so that as the participant's endurance and stamina build up he is progressively exposed to higher levels of activity. In this way increased tolerance for activity and greater resistance to fatigue develop. It is recommended that before allowing an individual to participate in strenuous activity, he should have a complete physical examination.

Skills must be taught in a progressive manner. First things must be taught first. Too often recreation leaders, in their anxiety to see progress, because of their own background and experiences, and because of the tendency to be guided by their own standards, interests, and abilities, include physical activities beyond the comprehension and understanding of the retarded. This is akin to building the second floor of a building before the foundation and first floor are completed. In many cases the retarded are capable of mastering the basic skills needed in a given game, but they have difficulty when attempting the game itself, not because of lack of motor ability or fundamental skills but because of inability to integrate the skills conceptually. These factors must be considered when selecting from the great variety of physical activities that may be appropriate for the mentally retarded.

Recent research has shown that retarded boys and girls respond favorably to programs in which a great deal of emphasis was placed upon physical and recreational activities. The nature of these activities enabled the retarded subjects to express themselves in nonverbal but symbolic ways. Achievement, success, improved confidence, better adjustment, and feelings of importance developed because of the interest and attention centered on them. Thus, not only should greater emphasis be placed on the physical education and recreation pursuits of the retarded, more time devoted to physical activities, and greater demands made on each of these children, but a much greater percentage of time should be allowed for the recreational activities, abilities, interests, and attitudes of the retarded. Utilization of the great variety and diversity of physical and recreational activities can serve as a springboard for successes in many areas not heretofore thought within the realm of possibility for the retarded. Teachers and recreation leaders must not be restricted or limited by convention or by programs originally designed for normal children and watered down to be used with the retarded. The potential of recreation activities of all types as a stimulus for greater learning, improved mental health, and greater self-realization has been relatively untapped as an avenue of education for the retarded at all levels.

Although there have been a great many published reports concerning the mental processes and adjustment problems of the mentally retarded, comparatively few attempts have been made to study their physical and motor characteristics. Further clouding the situation is the fact that many investigators have used interchangeably such terms as *motor proficiency, motor ability, motor fitness, motor efficiency, physical efficiency,* and even *physical fitness,* without clearly defining and delimiting their meanings. Consequently, there is a group of studies that purport to measure the same characteristics but actually measure quite different characteristics.

Because of the divergent training, experiences, and philosophies of professional personnel from heterogeneous disciplines who deal with the mentally retarded, it is important that mutual understanding be developed of certain terms which describe physical and motor development.

The President's Council on Physical Fitness has recommended strongly that all children participate in vigorous physical activities every day. The Council has further emphasized the need for the diagnosis of the physically underdeveloped and the provision of appropriate remedial programs. Today many retardates would also have to be classified as physically underdeveloped. Muscles can grow only with use; without use they atrophy and become liabilities. Fitness can be developed and maintained only through activity.

There is no distinct separation between physical fitness and motor function. However, minimum levels of specific components of physical fitness, such as strength, power, agility, flexibility, endurance, balance, speed, and general coordination, are instrumental in the attainment and satisfactory performance of a variety of motor skills. It could be that lack of an adequate base in terms of minimum levels of physical fitness has caused the consistently low results of retarded subjects on tests of motor ability.

In the August 1963 issue of *Rehabilitation Literature,* Stein reviewed critically a number of studies on the motor proficiency, physical fitness, and motor ability of the mentally retarded. Much of the evidence led the author to suggest that, for this group, physical education and recreation should be given first priority so that the importance of motor function and physical fitness in growth, development, and learning of the mentally retarded could be demonstrated. Nunn's emphasis upon spontaneous play and sensory-motor experiences as the bases of cognition and all higher forms of knowledge is strengthened by the results of modern research. At a much earlier stage, Seguin's work with mentally subnormal children and Montessori's approach to teaching young normal children were based *a priori* on sensory-motor activities and experience.

Chapter IV

Objectives and Desired Outcomes

The philosophy and direction of programs for the mentally retarded (especially for the moderately retarded or trainable children) are changing. No longer are recreation and physical activities looked upon solely for the purpose of giving parents a break from constant baby sitting. Play and recreation are essential to the education, training, and therapy of the mentally retarded. Through active participation in these activities there are gains in physical well-being, redirection of drives, guidance in emotional development, reshaping of habit patterns, and establishment of socially acceptable attitudes. Along with these therapeutic values, the retardate attains greater feelings of personal satisfaction and reaches higher levels of social maturity.

The variety of activities in the comprehensive recreation program makes it almost impossible to discuss all the objectives or desirable results for the program. When determining direction for a specific part of the program, the emphasis should be placed upon the developmental needs of the individual participants. While the specific goals and outcomes for individuals participating in the same activity or for the same individual participating in different activities might differ, the basic aim of the overall program is to cultivate varied capacities so that the individual is always progressing toward greater degrees of social independence, physical well-being, emotional stability, and intellectual advancement.

The teacher or recreation worker must realize that often the outcomes he himself desires and those sought by the participant appear to be quite different. Because of the mentally retarded child's need for concreteness and applicability to the present and the practical, this divergence can be even greater than in dealing with the normal population. The leader should try to understand the interests, abilities, and feelings of the retarded person, and he must avoid the common pitfall of evaluating activities according to his own interests, abilities, and feelings.

The following are among the many specific desirable and attainable objectives of comprehensive recreation and physical activity programs for the mentally retarded. The categories are not exclusive or all-inclusive. The lists should be looked upon as illustrations of the many directions in which progress can be expected.

Physical Objectives

To improve general physical health and appearance.

To develop and improve the basic motor skills and fundamental body movements—for example, walking, running, grasping, climbing, hanging, throwing.

To increase physical stamina, motor ability, and physical fitness through the development of the organic prowess of the body. Specific characteristics that are involved include coordination, strength, muscular endurance, cardiorespiratory endurance, muscular power, flexibility, agility, balance, and speed.

To experience more balanced growth.

To improve posture, body mechanics, rhythm and grace, and control of movement.

To improve function of the sense receptors and proprioceptors.

To develop a sound mind in a sound body through participation in healthful activity.

Social Objectives

To develop skills and abilities necessary for successful participation in a variety of wholesome recreation activities that are appropriate for the individual's capacities and to his social situation.

To have social experiences that will aid in the pursuit of increasing degrees of social independence.

To experience greater degrees of acceptance and belonging as an individual respected through his participation and contribution to the group social-recreation situations.

To develop better self-care skills.

To become a better citizen and contributing member of the community; to participate in a variety of service projects.

To participate more with the family.

To adjust to the demands of the group and to work as a part of it.

To respect the rights of others and to develop respect for materials and tools.

To become more cooperative; to accept and share responsibilities and to do one's share; to learn to take turns and share equipment and supplies.

To develop and exhibit leadership qualities in opportune situations.

To become more sociable, outgoing, and friendly; to get along better with others; to increase one's circle of friends.[1]

Emotional Objectives

To develop greater levels of courage, self-confidence, and poise.

To improve self-image.

To increase self-respect.

To experience greater satisfactions through participation.

To become happier as an expression of joyful participation in wholesome activities.

To feel secure in a variety of situations.

To receive recognition and approval as an individual of worth and dignity through his own achievement.

To experience greater feelings of success, accomplishment, and achievement; to experience more personal fulfillment, feelings of adequacy, and self-enhancement.

To become more independent and self-directing; to develop greater self-discipline.

To assert individualism; to exercise increasing amounts of personal initiative and resourcefulness.

To have fun and to enjoy participation.

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[1] In some programs for the retarded, one volunteer worker or counselor is assigned to a single participant. This procedure has been used to give each individual the attention necessary for him to develop skills and to derive the physical, mental, and emotional benefits from the program. However, many of the potential social benefits of the program have not been realized. The attention from the worker or counselor has resulted in many retardates receiving affection and developing close personal attachments for the first time. While this is an important step in the total developmental pattern of the retarded, the worker or counselor must be alert to guide his charge into appropriate group situations as the need presents itself. Social interaction and group dynamics involve more than the physical proximity of two or more people. Play and recreation have much to offer in promoting social adjustment of retardates with their peers, but the program must be planned and carried out to meet these goals.

To develop a greater interest in play and recreation that will promote wiser, more constructive, and wholesome use of leisure and free time.

To develop bases of inner control for overt behavior.

To develop positive attitudes toward play and recreation.

To improve self-control and emotional stability.

To release aggressions in socially acceptable ways.

To become more persevering, less distractible, and better able to see a task through to its completion; to exercise more patience.

To improve upon work habits and approaches.

To participate in activities that will promote good mental health through emotional satisfaction, personal adjustment, and spiritual growth.

To accept evaluation, direction, authority, and constructive criticism.

Intellectual Objectives

To experience spontaneous and meaningful nonverbal ways of self-expression.

To improve upon the communication skills and language development; to improve vocabulary.

To accelerate the development of the basic educational skills.

To improve the attention span and the ability to concentrate.

To become better able to follow directions.

To develop prevocational and vocational skills.

To become better able to plan.

To arouse a sense of curiosity.

To acquire new skills, hobbies, and interests that have lifetime values.

To develop previously untapped talents.

To become more observant; to be better able to remember; to understand more; to become more able to evaluate; to be more willing and able to make his own decisions.

To improve auditory and visual discriminatory powers; to promote rote learning and to increase ability to handle abstractions.

Chapter V

Principles of Organization

There are certain general considerations, based on understanding of the mentally retarded, which help guide administrators, supervisors, and workers in their quest for meaningful, effective, and efficient programs.[1]

1. The course of development of play interests in mentally retarded children is similar to that of normal children except that the rate of development is slower.

2. Mental age is an important guide in the determination of activities. Sometimes this factor complicates program organization, because physiological development is such that activities at the level of *mental* development will not always prove satisfying or sufficient for optimum attainment of program objectives for the individual.

3. The most satisfactory recreation work is possible when the chronological and mental age differences in groups are kept within certain limits. The maximum mental age variation which can be dealt with satisfactorily seems to be three years, with a

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[1] An excellent presentation of approaches and methods for meeting the recreational needs of the retarded is offered in the book by Elliott M. Avedon and Frances B. Arje, *Socio-Recreative Programming for the Retarded: A Handbook for Sponsoring Groups* (see bibliography). The authors outline in considerable detail methods and procedures to spark community action in promoting public and professional awareness of responsibility for providing recreational services to the mentally retarded. Both a rationale and practical procedures are presented, with details on planning, initiating, organizing, and implementing programs for the mentally retarded.

two-year variation preferable. When considering chronological age, the general status of the children, their intelligence, and their functional abilities are important factors. The younger the children, the narrower the chronological age range should be. The lower the intelligence, the greater the chronological age range may be. After physical maturity, chronological age becomes less important.

4. The program must be related to the physical, mental, social, and emotional characteristics of the retarded. The selection of activities should be based on the background, needs, interests, abilities, and impairments of each individual. Activities must be appealing, and there must be opportunity to introduce new and challenging ones to the retardates as each is encouraged to progress at his own rate.

5. The *basic* play and recreation needs and interests of the retarded are not radically different from those of the non-retarded population—they differ only in degree and in method of expression. However, most retardates must be taught to play and to amuse themselves; many skills and activities learned spontaneously by other children must be taught to retarded children.

6. The intellectual capacities are such that activities should have few rules, require little memorization of rules, strategy, or movement patterns, and stress concrete rather than abstract approaches.

7. Within any group of retardates there is a great range of physical and recreational abilities and potentialities that must be considered in program planning and development. There is not as much variation from the normal in physical and recreational abilities as in mental and social abilities. In general, one can expect much more physically of the retarded than is often required of them.

8. Because of the need for more individual attention and instruction, small groups with sufficient personnel afford closer supervision and stimulate greater individual progress and development. The younger the child and the greater the degree of retardation, the greater is his need for individual attention.

9. Once motivated, some of the retarded are capable of learning relatively complex recreational skills and of performing at high levels of competency. However, for many retardates the level of perfection in quite a few activities and for many skills will be low. A person with an impaired nervous system cannot, even with improved muscular development, attain a high degree of skill in any activity which requires precise neuromuscular coordination. Every little bit of progress should, therefore, be rewarded, for the recreation program is a means to an end and

not an end in itself; the experience is more important than the result.

10. The retarded person wants to be accepted as an individual. While *empathy* is a desirable trait of professional and volunteer personnel working with the retarded, sentimental *sympathy* is not. Do all that is possible to gain the participant's confidence in you and in your program. Avoid evaluating activities and progress by *your* interests, abilities, and standards. In many cases the retarded may be absorbing and learning more than the leader realizes.

11. An increasing number of mentally retarded persons have multiple impairments involving physical incapacities. This group should be allowed to benefit from the program by the inclusion of appropriate activities and the making of necessary adaptations for their safe and successful participation. In general, the same facility needs are deemed necessary for multiply disabled people who are mentally retarded as for the nonretarded with comparable physical handicaps.

Program Implementation

Play and recreation usually connote a certain degree of freedom of choice by the participant and fun and enjoyment in the outcome. When dealing with the retarded, the program must be more structured and the individual led into activity. This is especially true with younger, more severely retarded children, and those with less experience and background in participation. The leader must develop a readiness and create the desire and interest in the children to participate in the program. The leader should learn as much about each participant as possible. Information can be obtained from records, interviews with parents, teachers, and others who know and work with the child, and from personal observation. Notice what the individual can do with his body; observe what he is able to understand; listen to his speech. Strive to plan with him, not for him.

The program should be built upon the conviction that everyone is somebody. The leader needs to develop an ability to accurately evaluate the characteristics of the individual retardate in his group. He also needs to be directed by a consistent viewpoint which reflects a sound professional philosophy and ethic.

While a certain amount of trial and error, exploration, and experimentation is needed in program planning and implementation, the following specific considerations have been demonstrated as workable and effective in dealing with the mentally retarded by successful leaders in all types of recreation programs.

1. Verbal directions should be few and simple, and given without talking down to the individual or group. Use a calm, well controlled voice rather than a high pitched, excited one. The facial expression and the tone of voice used by the leader while giving directions and instructions will do much to instill in the participants a feeling of friendliness toward the instructor. Many times retardates face difficulty with activities simply because they have not understood the verbal instructions.

2. Demonstration and leader participation are both motivators and excellent teaching devices. Present new skills carefully, efficiently, and clearly.

3. Genuine praise and encouragement are indispensable in helping to create the type of learning set most conducive to achieving progress. Even if the effort does not result in successful performance, the effort that is expended should be approved. Do not expect immediate results in the learning of skills.

4. Performance is often best during the first few times a skill is attempted. Practice periods should be short, with frequent change of activities in order to avoid frustration over regression in the performance of the skill. Be prepared for regression in skills from one session or day to another. Try to ensure that each individual experiences success in the activity he is pursuing; if you see that he is having difficulty or not achieving success, quickly change the activity or approach. Avoid promoting another failure and greater frustration.

5. New activities should be introduced early in the period because of the increasing susceptibility to fatigue of the participants as the period progresses. The tempo of activities throughout the period should be varied to reduce this fatigue element. Activities should be included that develop physical endurance and stamina and the psychological ability to stay at a task.

6. Many believe that the attention span of the retardate is extremely short. It is true that some mentally retarded do exhibit a short attention span, but this is usually a function of disinterest, boredom, and lack of motivation and understanding rather than an inherent or universal characteristic. When motivated and interested in an activity, and when they can see progress in an activity that has meaning to them, many retarded people, of all functional levels and ages, show great patience and ability to stick to a task. However, should attention begin to wander and interest wane, activities should be changed frequently and formal sessions kept short. Approach the development of the same skill in a variety of ways and with different activities.

7. Guiding the individual through the correct actions (kines-

thesis) of a specific skill can be highly effective in establishing more efficient patterns of movement. This method is also useful in overcoming fear, stimulating interest, and exposing the individual to the sensation of a new experience.

8. Visual aids of all types are valuable supplementary tools and motivators.

9. Patience is a prime requisite of the teacher, counselor, and recreation leader.

10. The group climate should be free of rigidity and tension and should reflect feelings of consistent mutual respect and fair play.

11. Repetition, drill, and review of skills are needed more often than with the nonretarded. Keep the *fun* in fundamentals; the game approach in teaching fundamentals is effective.

12. Activities should capitalize on the abilities and interests of the individuals, on being a challenge to them. Different approaches to the same skill or activity are a necessity, and the leader must continue to learn new activities and experiment with new ideas of all kinds. Find the activity that captures the interest of the individual, and use it as a trigger or motivator for more active participation in other areas of the program. Let individual participants show their finished products, demonstrate skills, lead the class, and tell the group about topics of special interest. Such activity will be a source of satisfaction to the individual and may motivate others to work harder.

13. Activities should be constantly evaluated in terms of the individual's needs and objectives, and then modified as needed. Adaptations should continuously be made as the changes become necessary for increased effectiveness. The good leader avoids overworking one idea. The same activity with appropriate modifications often has possibilities for use over the entire range of mental retardation.

Activities should not, however, be "watered down" too much. Modifications of activities should be consistent with intellectual and physical ability and the general understanding of the retarded. These modifications could include changing dimensions of fields or courts to compensate for physical deficiencies, reducing and simplifying rules to make them more explicit and easier for the retarded to understand, altering the type and size of equipment, slowing the tempo of the activity, and making your own ground rules to meet the specific and unique needs of the participants. By changing the name of an activity and through leader participation, the sensitiveness older retardates feel about their difficulty in learning and participating in activities which they consider sissified can be reduced or eliminated.

14. Groups, classes, activities, and periods must be well organized and closely supervised at all times.

15. Participants should be continually restimulated and remotivated. Goals should be realistic and within the grasp of each participant. Help the individual to attain his goals.

16. Active participation by all individuals throughout each period is desirable and the goal for which we all are striving.

17. Because there may be little transfer of learning from one activity or skill to another, the leader must give particular attention to the preparation for and introduction of each new kind of situation. Adequate opportunity for learning, practicing, and participating in new activities with new skills should be given.

18. Safety instruction should be an integral part of the daily program. Safe procedures on the playground and for all physical activities included in the program should be stressed. Health instruction, particularly personal hygiene, should also be included in the overall program.

19. Wise use of leisure time now and in the future must be the key to the program.

20. Discipline must be consistent and firm, but without threats and within the understanding and capabilities of the retarded participants. There is no place for corporal punishment in this program. Avoid the tendency to be too lenient or too severe.

21. Intellectual level, physiological potential, social maturity, and emotional stability must serve as guidelines at all times.

22. Instruction must be paced, deliberate, and progressive. Small, sequential, and concrete steps should be followed in presenting materials. Allow the individual plenty of time to learn one skill before moving to the next. "Make haste slowly" is a wise axiom to follow.

23. Initiative, innovation, imagination, ingenuity, and resourcefulness are indispensable characteristics of the teacher or leader. He must also be farsighted, friendly, adaptable, creative, and of cheerful disposition. Zest and dedication to the retarded and the program are imperative.

24. Show an interest in the members of the group or class individually and collectively; truly appreciate their accomplishments. Gain their interest in the program in general and in the specific activity in particular. Offer positive leadership and sell yourself to each participant as one who is interested in him as an individual. Initially the relationship between the participant and the leader is the bond that usually brings about participant reaction and reception to the skills and activities being presented. This should be replaced by a participant-participant bond as quickly as feasible, to be followed by a participant-group relationship when the readiness shows itself.

25. It is desirable for the leader to be well skilled, but he must realize that some retardates are embarrassed when they are put in the position of matching their skills with those of the highly skilled leader.

26. Use all available community resources that can provide variety and enrich the program. Volunteer workers from a great many sources and of varying backgrounds, experience, and age groups have been instrumental in the success of numerous recreation and camp programs for the retarded. Special indoctrination and orientation programs have provided these volunteers with much of their background and "formal" training for working with the retarded in a variety of situations. Teenagers have been effective and successful in such work. After their initial experience, many have adopted the recreation for the retarded movement as their personal crusade.

27. In presenting activities, the leader should attempt to stimulate as many of the participant's senses as possible—seeing and listening together are better than seeing or listening alone; seeing, listening, and feeling or touching (kinesthesis) are better than only seeing and listening together. Full use should be made of films, film strips, posters, and other audiovisual materials to reinforce the skills and activities being taught. There are many excellent devices to supplement instruction that can be purchased commercially; on the other hand, the resourceful leader can make many supplementary devices. Stick figures and pipe cleaners made into action figures are two devices that have been quite effective in illustrating skills and movements to the retarded. Since motivation plays such an important part in the retardate's participation and achievement in activities, the leader must seek a variety of ways to reinforce the learning and to restimulate the participant's desire and interest in the program in general and the given activity in particular.

28. Any activity program can flounder immediately if the leader is suddenly met by foul weather and is totally unprepared. It is imperative that each leader prepare alternative plans in case of such inclement weather that the original plans cannot be executed.

29. Many retarded children, adolescents, and adults must be transported to the site of the recreation program in order to participate. The leader should use this travel time to supplement the activities of the program; this is not only a valuable part of the total program but is of assistance in reducing or even eliminating disciplinary problems that could develop from idleness.

30. Emergencies are not a part of the program, but the leader must be prepared to meet any emergency that should arise. Prevention and anticipation of a situation before it develops can

avert many emergencies from actually happening. The leader, professional or volunteer, must learn to deal with fire, storm, lost participants, and accidents requiring first aid of all kinds and degrees.

31. Playground and area procedures must be adapted to the needs of the retarded. The leader must learn and impart to the participant rules of playground safety, proper use of equipment, and special rules of individual participation. He must also be prepared to deal with the individual problems of participants.

32. Included in the total program should be activities designed to promote family and home recreation. This involves instruction in activities adaptable to the home and assistance in planning, obtaining, and using equipment in the backyard playground.

Special Needs of the Mentally Retarded

From the onset of formal recreational programing for retarded children, there are certain important considerations.

1. *Many retarded children can adjust in normal recreational groups.* Many children who are mildly mentally retarded are members of established recreational groups in which they have made satisfactory adjustments to social interaction with other children. For such children, the normal recreational group is ideal, and no attempt should be made to segregate a child into a special group when he is capable of success in a regular play situation.

2. *The retarded child needs a functional structured environment.* In everyday language, "structured environment" means that the situation is so arranged by the adult leader that he knows at all times how much each child in the group is comprehending and participating. In initial programing for mentally retarded children there should be no "free play." The entire recreational period should be carefully scheduled by the group leader. The child should be given a choice of activity only when the adult is confident that he is capable of making a choice. More simply stated, instead of saying, "Would you like to play ball?" the group leader should say, "Let's play ball."

3. *The child's comprehension of abstract cues and concepts is deficient.* The recognition of this one fact has several important meanings for the program.

Playground behavior differs from classroom behavior or home behavior. This difference should be made known to the child from the very beginning of the program. It can be simply and effectively done by having the child wear some piece or pieces of clothing specifically for his physical activity, for example, a sweatshirt, sneakers, and/or shorts. The child should not be permitted to participate at any time in sport activities without wearing the designated clothing, nor should he be permitted to wear such clothing at any other time. The purpose of this is to permit the leader to construct a system of behaviors which are desirable in the recreational program but may not be desirable in other facets of the child's life.

The child should be *shown* an activity before any attempt is made to describe it to him verbally. In teaching a group of 12- and 13-year-old retardates to play basketball, what is not said is, "Let's play basketball," or "Come, I'll teach you a new game." The first sentence may not be understood, and the second may cause fear because it contains the word "new." In the life experience of retarded persons, what is new or different has often meant failure to them. Rather, the basketball is brought out; they are allowed to familiarize themselves with its feel and physical properties; they throw it among themselves, just as they have learned to do with other balls. Then the leader says, "Here, give me the ball. Watch what I can do with it." Whereupon he throws it through the hoop. After two or three demonstrations, he hands the ball to the ablest of the group and says, "Here, you try to do it." If the child succeeds, fine. If the child fails, he is given concrete directions on how to alter his own body movements to get the ball through the hoop. It is only after most of the members of the group have known some success in the handling of the basketball that the term "basketball" or any other vocabulary of the game is used.

All directions should be given in the simplest possible terms, using one syllable words, sentences of not more than five or six words, a minimum of slang, and a slower than normal rate of speech.

4. *The child should be motivated toward activity.* It is usually advisable to start each recreational period with the same activity, regardless of how activities may vary from session to session. For instance, the first five or ten minutes of the recreational period can be spent in calisthenics and group running. The first recreation periods with older children who have had no previous group recreational experience may well be spent entirely in such exercises, for the simple reason that it might otherwise take the leader the entire allotted time to get such physical movement from some of the members of the group. Simple calisthenics, such as "bicycling," also help establish greater physical fitness.

5. *The retarded child should have a "buddy."* One of the main purposes of group recreation for any child is to give him experience in submerging his own needs and desires in those of the group as a whole. For the retarded child the recreational group may afford the only milieu in which he can learn such behavior. From the very beginning of his participation in the recreational group, he should be assigned a "buddy"—a partner with whom he shares both successes and responsibility. In those recreational activities where there are some elements of risk, such as swimming, hiking, trampoline, and simple gymnastic activities, the mutual responsibility of one partner for the other should be taught from the first introduction of participation in the activity.

As the recreational group continues to gain experience and skills, it can be divided into two or more sections or teams. The element of team competition should be introduced as a cohesive force of comradeship among the members of the team. If, in the course of the recreational program, the adult leader is satisfied that each member of the group has sufficiently recovered from his earlier experiences of failure to be able to tolerate some frustration, the element of competition between the teams can also be introduced. One of the purposes of recreational groups is to teach the child to be able to tolerate failure as well as success. Frustration tolerance may be developed by first providing the child some real experience with success. Once the child has learned that he *can* succeed in some activities, he can then learn that he does not always have to succeed. In every group, regardless of how carefully selected, there will be a wide disparity of abilities, physical capabilities, social behavior, and language comprehension. It would be unrealistic and unfair to allow a child to put himself in grossly unequal competition with the accomplishments of another group member. The child should be taught to put himself in competition with his own earlier performances. The retarded child can learn to do this if the group leader keeps a chart on individual performance in all activities and calls attention to previous levels of achievement.

6. *The retarded child may have his own standards of what is pleasurable.* Everyone is unique in his life experiences, and his particular environment has trained him to interpret these experiences. Despite these differences, however, most of us share common ideas about pleasure—about what is enjoyable and what is not enjoyable. The life experience of the retarded child, however, may differ so vastly from the range of "average experience" that he does not formulate these same concepts of "fun." For example, the comments of normal children about his clumsiness may be interpreted by the retarded child as friendly acceptance

into the group; on the other hand, the most innocuous jest may be perceived as an unfriendly insult. Lack of understanding of this one aspect of the effects of mental retardation upon social living has led to much disappointment and failure. A frequent error of most adults is to project their reactions to a given situation upon the retarded child. If the child reacts to the situation in a socially acceptable manner, with pleasure, and in such a way that it will not create the possibility of future harm, the adult should not superimpose his reactions and his feelings upon the child. Too often the adult sees insult where the child experiences recognition and acceptance. Since the child is often unable to understand the reasons for the adult's reactions, such projections tend to cause a generalized and enduring distrust of himself and others.

7. *The retarded child may interpret failure as "rejection."* What failure means to the retardate is probably more closely akin to lack of acceptance by the adult or his peers than to the commission of error. The retarded children, like all other human beings, needs love and acceptance, but his need is satisfied only by concrete demonstrations. He does not generally comprehend subtlety. He therefore tends to generalize correction of errors into overall lack of acceptance as an individual of worth. Thus "fear of failure" is more probably a fear of rejection. The child values praise, provided he feels that he has earned it. The adult leader therefore must do two things. First, in his relationships with the child he must be sure that he clearly separates his correction of performance from his overall acceptance of the child as an individual; he must make certain that the child comprehends that it is the behavior or performance which is being corrected, and that the leader is not withdrawing his acceptance or support of the child himself. Second, within the framework of each day's schedule, the leader should provide at least one activity at which the child can succeed, and whenever the child performs well, or improves upon a previous performance, he should praise him openly.

8. *The retarded child generally tends to lack aggressiveness.* This observation contradicts the notion that all retardates are a potential physical danger to other children in the neighborhood. An aggressive retarded child is difficult to rear, and parents tend to punish for aggressiveness sooner than for any other misbehavior. Thus, the retarded child, whose principal motivation is found in a need for approval, soon learns to withdraw rather than to stand his ground. Even the child who habitually reacts physically when pushed beyond his endurance usually will become

submissive and withdrawn upon the first sign of retaliation. This fact is important to keep in mind in programing activities for the retarded, and it also raises some question on goal-directed activities in such programs. Many retardates would function better in our society and be happier individuals if they were more aggressive. Yet, because of possible inadequacies in reasoning and judgment there is the real question of whether the retarded child should be taught to be more aggressive. For example, should wrestling be included in recreational programing for the retarded? This is a question that cannot be answered arbitrarily. It must be decided on an individual basis, in accordance with the child's ability to exercise judgment in a social situation and the recreational director's ability to teach the child when and when not to use these skills.

Chapter VI

Teaching the Mentally Retarded How To Play

Mental retardation is a general term used to describe a wide variety of conditions which cause the individual to function intellectually on a level below average. The diminished ability to think in abstract terms does not change the fact that a retarded child has needs, wants, and motivation for self-realization. The problem is to determine how to provide every child's right to play for the child who does not learn as other children learn. The retarded child may be either slow-moving, clumsy, and sedentary, or he may be extremely hyperactive, moving hither and yon with no purpose. He is a child who does not play because he does not know how to play. He is a child who needs planned, organized play and recreational activity even more than most other children in order to become a physically fit, socialized human being.

Many retarded children do not know how to throw a ball, an activity that is one of the most primitive in the realm of social play. Planned recreation for the retarded child may well begin by teaching the skill of directed throwing of an object to those children in the group who have not learned this. In human development, purposive throwing precedes catching. It is taught through eye focus rather than any gross motor activity; that is, the child learns by looking at what he is throwing, rather than at his own hand. After he has mastered the skill of throwing and mastered the concept that throwing purposively transports an object to a desired goal, the child is ready to learn to catch. Here again, he is taught to focus his eye on the ball or object thrown through the air, rather than on his own body.

Just as the retarded child must learn the concepts and skills of throwing and catching, so he must also *learn* purposive movement for recreation.[1] After he is in grade school or has gained the mental age level of at least four and a half years, however, simple movement activities must be enlarged upon to encompass the games, sports, and recreation that all boys and girls enjoy.

Helpful Hints

Play progresses through three distinct stages—*individual play,* where the child amuses himself; *parallel play,* where two or more individuals share the same physical environment but, for the most part, play independently; and *group play,* where two or more individuals work together and share things in a cooperative effort. Understanding these stages of play and recognizing when the individual is ready to move from one to the next are important considerations for working with the retarded. The real limitations and the imagined shortcomings of the mentally retarded also affect the recreation offerings and opportunities included in the program. Fit the activity to the child (not the child to the activity) as he is helped to climb, rung by rung, the ladder that leads to greater personal fulfillment, improved health and fitness, better social relationships, and new leisure skills and interests. The keys to success are embodied in the reception of the activity by the participant and in what the activity does for the individual. Provision must be made for participation at varying levels of proficiency and for instruction of skills at different levels.

There are many housekeeping and organizational strategies that must be given high priority by the teacher or leader working with the mentally retarded. The following are examples.

1. Keep the participants as busy and active as possible at all times. Bored children soon demand discipline. Should this situation arise, evaluate the program and your part in it to find out why the participants are bored and disinterested. If an activity is not successful because of poor organization or inadequate explanation, stop it and start again from the beginning.

2. Have all equipment and supplies necessary for the activity ready in advance. This includes marking courts, putting up nets,

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[1] Bernice Carlson and David Ginglend's book *Play Activities for the Retarded Child* (see bibliography) is excellent in all aspects of teaching purposive movement and game play to the preschool or younger retarded child.

regulating the temperature of indoor facilities, seeing that there is a minimum of distracting influences, and arranging supplies so that there will be no lost time or motion when the participants arrive. Inspect the grounds, building, apparatus, equipment, and supplies before time for the activity to start.

3. Keep the activity snappy and lively.

4. A good leader terminates an activity before it withers away. Watch for signs of waning interest and change activities when this occurs; stop an activity at a high point of enthusiasm.

5. Interest of the participants depends largely upon the attitude of the leader. If an activity does not "sell," the leader should note what modifications he could make to improve it.

6. Have a thorough knowledge of the activity being taught. Present the activity as a whole and then repeat the performance quickly and as often as necessary. The "whole" refers here to the specific activity of skill being taught and may, in fact, actually be a part of some more complex or gross movement. When introducing more complex activities, have all of the participants except the principal players seated during the demonstration and early stages of play to avoid restlessness and confusion.

7. The leader should speak slowly and distinctly. He should also be in a position where all can see and hear him. It is never a good policy to have participants behind the leader when instructions or directions are being given.

8. A whistle is excellent for starting and stopping game activities, and having all participants hold their hands in the air is an effective device for obtaining the attention of the group.

9. The "assembly line" process on group projects has been used effectively. In this approach each individual is encouraged to contribute to the project according to his particular ability and interest. This promotes group cooperation and offers each person satisfaction from his contribution to the finished product.

10. Keep a daily log or record of activities taught, being sure to include notations about the progress of the individual participant and his reaction to and reception of the activities, methods, and procedures of the day. Information about critical incidents, disciplinary situations, peer relationships, leader-participant relationships, and any other pertinent data should be recorded in this log. All these data should be used in planning future sessions so that they can be individualized to meet the unique needs of each participant.

11. Make decisions concerning rules fair and impartial. Be consistent in all dealings with the individual and with the group.

12. Arrange the program so that opportunities present themselves for the participants to develop consideration of the rights of others through exhibiting courtesy, honesty, and fair play.

13. Encourage individuals and groups to work out their own variations and adaptations of activities. Provide opportunities for the participants to be able to talk things over, and give them ample chance to discuss things with you.

14. The leader must develop and maintain a genuinely warm and cordial relationship with the retarded children in his program. The basis for relationship is the leader's conviction that each participant is an individual who is worthy of help and respect and who has a right to express his feelings and preferences.

Techniques of Game Leadership

Since games and game-type activities play such an important part in the overall program, some suggestions for game leadership are offered.

1. Plan all the details well in advance. Know how to play the game yourself and enjoy playing it.
2. Start with as few participants as you can, then increase the number by letting others join in the group when they become interested or understand the rules.
3. Secure the attention of the participants before starting to explain a game. Make the explanation of the game brief and to the point. Repeat directions until they are clearly understood and allow an opportunity for questions. Demonstrate the game before playing.
4. Emphasize the fact that the spirit and enjoyment of the game is in the playing itself.
5. Keep things moving at all times; use variations, but do not play too many different games. Teach one game at a time.
6. Stop a game at the crest of interest, not after interest has waned.
7. Teach the participants to heed the whistle and enforce all rules. Impress upon participants that decisions by officials are final and are to be accepted courteously. Be firm and develop the ability to make quick and accurate decisions.
8. See that everyone plays and that all have an equal chance. Never embarrass or confuse a participant.
9. Adjust games to the time of day; consider the amount of physical effort required in the game.
10. Avoid games in which players are eliminated. Make adjustments and variations so that all participants remain active throughout the game sessions.
11. A variety of games should be presented so that each participant may be able to find one game he likes especially well and in

which he can have the satisfaction of excelling; consider the skill level of the participant.

12. Wise and judicious use of lead-up and modified games should be planned for participants unable or incapable of playing more highly organized and complex games; be adaptable and flexible.

13. Games taught should be good socially, invite challenge and cooperation, and appeal to the desire for achievement.

14. Many mentally retarded persons like to play games which involve competition. Some are really seeking approval, so it is hard for them to accept defeat. Try to stress the cooperative side of these games rather than the competitive. Praise good sportsmanship as well as skillful play. Activities in which the participant competes against himself in attempting to attain a better score, greater height, faster time, or more distance are usually better accepted by and less upsetting to many retarded persons than activities in which they compete against others.

15. Make appropriate modifications in the game so that the participants may experience success; substitute walking for running or skipping; use a bounce, roll, or underhand toss to replace throwing; hit on the second or even third bounce; reduce the size of the playing field, court, or area; restrict players to definite places or positions on the field; substitute lighter, smaller, and more easily controlled equipment; use plastic materials and supplies; use bench balls, balloons, and more than one ball where appropriate; allow players to hit the ball any number of times or in any sequence; permit players to hold the ball for a longer period of time.

Suitability of Activities

Within the framework of what has been discussed, there is no known sport or recreational activity that cannot be performed by an educable retardate. However, in the performance of certain sports and physical activities, some general conditions should be noted. Among them are the following points.

1. Decisions requiring judgment should not be the sole responsibility of the retardate. For example, the retardate should not be quarterback of the football team.

2. In activities in which there is an element of risk, such as water sports, there should be sufficient adult personnel to ensure the safety of every child. As a general rule, for example, there should be one adult for every three to four retarded children in swimming. However, if the group is composed entirely of novices in the water, this should be reduced to a one-to-one ratio.

3. Wherever there is an element of hazard involved in the activity, whether it be swimming, nature study, or working with tools, safety precautions should be very strictly observed at all times, and infringement upon the safety rules should be punishable by temporary exclusion from the activity.

4. Establishment of firm discipline is a general principle of managing groups of retarded children. The child should know at all times just what are the limits on his activity and choice. For his own security he must always know exactly where he stands and what is expected of him. Here again, the element of verbal comprehension must be considered. Never assume that the child already knows what is expected of him without being told. In the course of the recreational program the child may give you evidence that he *does* know what to do without being told, but, until he does, always make certain of his comprehension of the command or situation. Even when verbal commands are given, it is often wise to have the child repeat the command before attempting to execute it. Many children learn to simulate signs of comprehension where no real understanding exists. Until the child internalizes a command sufficiently to repeat it in his own words, it should not be assumed that it has been fully and clearly understood.

Chapter VII

Suggested Activities

The recreation program designed to meet the needs of the mentally retarded must be a highly diversified one—a program offering a wide variety of developmental activities suited to the interests, abilities, limitations, skills, and functional intelligence of the individual participants. Objectives reflect direction and needs; activities are the media through which the objectives are fulfilled. Our task is not to make talented or finished performers in these various activities, but to use the full impact and potential of play and recreation to enable each participant to become better prepared to go into his community as a self-sustaining individual capable of living the fullest, most satisfying, and worthwhile life possible within the limitations of his impairment.

In selecting activities for use in the program the leader should consider certain relevant questions.

1. Does the activity offer ample opportunity for achievement and success?
2. Is the activity adaptable to the individual or group?
3. Does the activity contribute to the need for providing a wide variety of experiences involving many different skills?
4. Is the activity practical for the time allotted and the facilities available?
5. Is the activity relatively safe for the individual, considering his physical and mental abilities and his emotional and psychological conditions?

6. Does the activity invite response to its challenge?
7. To what degree does the activity promote cooperative effort or involve competition?
8. Is the activity socially beneficial?
9. Is the focus on action and participation?

Broad categories of recreational activities considered especially appropriate for the mentally retarded are covered in the following pages. Specific activities which have been successfully used in recreation programs for the retarded are suggested. The lists should not be interpreted as all-inclusive or exclusive for any certain group or classification of the retarded. Many activities can be adapted for use by the retarded at all levels of functional ability.

Activities have been listed as examples and stimuli for all those working in recreation programs for retarded children. Many of these activities can be used in school programs, programs of day care centers, residential home programs, and by parents with their children at home. These lists differ little from lists of recreation activities developed for normal children. The differences and variations are in approach, length of time needed to complete the project, intensity, and caliber of the finished product or end result. The differences between activities for the retarded and for the nonretarded are more in degree than in kind.

Some activities are found in two or more categories; others could also be listed in more than one category. It is our purpose, however, to suggest activities applicable to programs for the retarded and not to place activities in complete and exclusive lists. No mention has been made of the possibilities and desirability of program enrichment through coordinating and correlating activities from several categories. For example, arm guards and finger tabs can be made in the crafts session and the finished products used in archery. Similar approaches can be used in making puppets as an arts and crafts project and then using the finished product in a dramatics presentation. Meaningful combinations of activities can add much to the significance and importance of the recreation program.

There are many excellent books and pamphlets dealing with specific activities that are components of a comprehensive recreation program. To avoid duplication of past efforts, and to present a simple and practical statement on programing for the mentally retarded, no mention will be made of rules, equipment, procedures, or techniques for games or other specific recreation activities. The reader is referred to the many excellent sources enumerated in the bibliography of this publication for references dealing with specific activities.

Arts and Crafts

Arts and crafts activities provide the participant with a chance to create and construct physical objects. These activities can also offer opportunities to develop skills and abilities which have prevocational and vocational application. Arts and crafts combine manipulative experiences of the hands with the individual's mental capabilities. They enable the participant to see an object take shape or to transform an idea into a tangible form.

Direct methods of presenting arts and crafts have been most effective with younger children, the more severely retarded children, and those with less functional ability. The leader gives directions step by step to the individual or group. This procedure requires ability to imitate and to follow directions. In general, the retarded have responded to carefully organized and regulated programs in which they could progress at their own speed.

In indirect methods, which emphasize creativeness and self-reliance, the leader offers suggestions, gives encouragement, and lends assistance to the participant. Many retarded children do not seem to respond as well as to the indirect techniques, because of their abstract nature.

Some of the desirable outcomes and benefits of the arts and crafts program include the following:

1. Development of new skills and hobbies.
2. Construction of objects of usefulness and beauty.
3. Discovery of outlets for the inherent desire to create.
4. Relief of nervous tensions and promotion of emotional adjustment.
5. Provision of an acceptable outlet for self-expression.
6. Gain of personal satisfaction and feelings of achievement and success.

Each craft session must be carefully planned. The leader must have an objective for the lesson, a plan for distributing and collecting tools and materials, a carefully thought through series of steps to introduce the subject and carry it to completion, and suggestions on plans and preparation for the next session.

The retarded, because of their generally restricted experience in arts and crafts, need more assistance than normal children. Special precautions must be taken to ensure the necessary safety knowledge, attitudes, and skills. Participants require extra attention and supervision when knives, saws, chisels, or other cutting tools are used.

Other guiding principles for the leader in planning and executing the arts and crafts program for the mentally retarded include the following:

1. Only purposeful and realistic projects should be used for teaching skills and techniques.

2. The participant should have some voice in the selection of a specific project.

3. While the project is of principal interest to the participant, the leader should recognize that it is primarily a means of improving motor coordination, tactile comprehensions, proprioceptive muscle sensitivities, and muscle memory. The objective should be a method of expression rather than the production of a complex end product.

4. The leader should make a point of finding some desirable features in every project and compliment the child on these.

5. The arts and crafts program should be a socializing experience and should provide opportunity for exchange of ideas among all concerned. Some authorities feel that the program should have a social rather than a productive emphasis.

6. The finished project gives testimony to the individual's skill and ability; additional rewards and prizes should rarely be given.

7. Leaders should remember that the retarded, like anyone else, learn best by doing things themselves. While the leader should show the way, he should not do the job for the participant.

8. Very effective with the retarded is the practice of building arts and crafts projects around a variety of themes, for example, Indians, the circus, nature, the Olympics.

9. Just as normal children like to display their work in exhibits and demonstrations, so do the retarded. Full use should be made of exhibitions, which give recognition to the participants by showing their work, help publicize the overall program for the retarded, improve public relations with the community and its residents, and help eradicate many of the false notions that still exist about mental retardation.

10. All mentally retarded people can reach a degree of success in arts and crafts activities. The wise leader will seek those that will interest and challenge each participant.

Specific arts and crafts that can be used with appropriate adaptations for the mentally retarded include the following:

Balloon craft
Basketry
Batik work
Bead craft
Block printing
Bookmaking
Bookbinding
Burlap bag craft
Cardboard construction
Candle making

Cartooning
Carving
Cellophane craft
Cement craft
Ceramics
Charcoal sketching on glass, paper, or wood
China painting
Clay modeling
Cloth picture making
Christmas card making and painting
Coat hanger craft
Copper enameling and tooling
Crayoning
Crepe paper craft
Crocheting
Coconut carving
Costume jewelry making
Doll making
Drawing
Dressmaking
Egg shell art
Embossing
Embroidery
Etching
Excelsior modeling
Finger painting
Flower arranging
Flower making
Fly tying
Gift wrapping
Gimp craft
Gravel painting
Hat making
Knitting
Leather craft
Linoleum craft
Marionette making
Metal work
Model building (airplanes, cars, etc.)
Mosaics
Nature crafts
Oil painting
Paper bag craft
Paper craft
Paper plate craft
Papier mache craft (making animals, relief maps, vegetables, fruits, etc.)
Photography
Plaster of Paris craft
Popsicle stick craft
Pottery
Printing
Puppetry
Quilting
Raffia work
Refinishing furniture
Rug making
Sand craft
Sand painting
Sawdust modeling
Silk screening
Shell craft
Sculpturing
Sewing
Shell craft
Sketching
Snow sculpturing
Soap carving
Spool craft
Spatter painting
Stencil craft
Strip confetti craft
Stone craft
Tempera painting
Textile painting
Tin craft
Tin can craft
Toy making
Upholstering
Water color painting
Weaving
Whittling
Wood burning
Wood craft
Woodworking
Yarn craft

Aquatics

Aquatics cover a wide range of water activities that are among the most popular of summertime activities. Increasingly, certain phases of the aquatic program are becoming available year-round as access is gained to indoor pools. As much of the total aquatic program as possible should be developed on a year-round basis. Many of the aquatic activities listed should not be attempted unless the individual has demonstrated satisfactorily that he has attained specified levels of proficiency in swimming. Attention to safety regulations in the aquatic program for the retarded cannot be overemphasized.

Swimming plays an important and fundamental part in the total aquatic program and makes great contributions to physical fitness. Specific values of swimming include the following points.

1. Swimming is a physical recreation activity which can involve social participation without competition. As a group activity, it enables the recreation leader or swimming instructor to encourage socialization by indirection as well as direction.
2. Swimming movements, while exact, are so diversified as to permit the participant to experience success on his own level during the learning process. This success results in feelings of satisfaction and increased confidence.
3. Swimming offers the opportunity for the individual to participate in a group activity in which the emphasis is placed on the ability to "do," not on the ability to "know."
4. Swimming offers the individual an opportunity to improve his ability without competing against anyone except himself.
5. Swimming provides a series of skills that safeguard the individual while in, on, or near the water.
6. Immersion plus activity has a sedative effect which could well result in a release of tensions for the hyperactive individual.
7. Swimming is an enjoyable activity done in an atmosphere where inhibitions are cast aside and a feeling of belonging to the group prevails.
8. Success in swimming and the desire to continue to improve may result in lengthened attention span for instruction and performance. It may also motivate the individual to attempt other activities.
9. Overcoming a fear of water, or apprehension concerning it, may produce a sense of ability to overcome other fears.
10. Neuromuscular coordination may be improved through the learning of swimming skills.[1]

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[1] Based on *Swimming for the Mentally Retarded* (New York: National Association for Retarded Children, Inc., 1958).

Some specific suggestions are here offered to the swimming instructor of the mentally retarded.

1. Develop within the participant a readiness for learning. A desire to want to follow directions and interest in the activity are generally good indications that the participant is ready for instruction.
2. Work on a ratio of one instructor or volunteer assistant to one trainable participant. The educable might have a ratio of one instructor to three or four participants.
3. Use tact and patience to get the participants into the water; some retarded children have an unreasoning fear of the water.
4. Work in the water with the participant.
5. Select one instructor to remain on the deck to serve as a lifeguard.
6. Continue to work on breath control with the individual in the interest of safety and the development of reasonably effective skills. A good many retarded children will hesitate to put their faces into the water.
7. Pay particular attention to individuals who are subject to convulsive seizures.
8. Make sure that mongoloid children are well dried, especially their hair. These children are extremely susceptible to respiratory infections.
9. Do not touch the participant unless you have told him what you plan to do.
10. Use flotation devices (cannisters, water wings, half-rings) with care and discretion. Usually these devices are recommended only after the individual has made the physical and mental adjustments to the water. These aids, when used properly, will assist the participant in maintaining a good body position and in developing a pattern of movement.[2]

It is of critical importance to teach the child to feel secure in the water before making any serious attempt to teach him a specific stroke. Some swimming instructors have suggested that the first stroke to be taught should be the elementary backstroke, since coordination of respiration with gross motor activity is not as necessary in the performance of this stroke as it is in some of those performed on the stomach.

Aquatic activities appropriate and adaptable for the retarded include:

- Boating (all types)
  - Canoeing
  - Row boating
  - Sail boating

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[2] Ibid.

Diving
Fishing
Scuba diving*
Skin diving*
Surfing
Swimming
Synchronized swimming
Wading pool activities
Water safety activities
Water skiing

* To be used with discretion.

Musical Activities

Many retarded persons who respond to no other medium are reached through musical activities. For many, music provides the first pleasurable reaction to an external stimulus. Music can be one of the most effective tools in teaching the mentally retarded. Active participation by the retarded in a variety of musical activities results in improved mental health, better social development and adjustment, acceleration in language development, and greater motor and muscular development.

Since singing is such a fundamental part of the musical program, special mention will be made of the song leader and procedures in introducing a new song. The song leader should:

1. Be natural, original, and alert for new methods of presenting songs.
2. Be enthusiastic, full of fun, and have a sense of humor.
3. Love to sing and be able to put singers at ease.
4. Be thoroughly familiar with the song and sure of himself and of his material.
5. Practice his speaking voice to make it pleasant but strong enough to be heard and understood.
6. Acquire a large repertoire of songs, and continually add new ones.[3]

When introducing a new song the leader should:

1. Select one that is simple and short and has a catchy tune; lead up gradually to longer tunes and songs.
2. Repeat the words slowly, calling attention to story or sequence of events.
3. Sing the song through to give its tempo and spirit.
4. Realize that good singing can be achieved without accompaniment. If used, accompaniment should support, not dominate, the singing.[4]

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[3] Based on Janet Pomeroy, *Recreation for the Physically Handicapped*, Chapter 16 (New York: Macmillan Company, 1964).

[4] Ibid.

Possible musical activities include the following:

- Vocal Music
  - Action songs
  - Barbershop groups
  - Caroling
  - Choirs
  - Choruses
  - Community singing
  - Folk music
  - Glee clubs
  - Instruction in specific vocal activities
  - Operettas
  - Pantomine singing
  - Part singing
  - Rote singing
  - Rounds
  - Singing games
  - Singing groups (trios, quartets, octets, etc.)
  - Song contests
  - Whistling groups
- Instrumental Music
  - Bands
  - Bugle corps
  - Drum and fife corps
  - Homemade instruments
  - Rhythm bands
  - Toy symphonies
- Listening Activities
  - Concerts
  - Musical mixers
  - Operas and operettas
  - Radio
  - Recitals
  - Records
  - Recorded programs
  - Story plays
  - Television

Specific instruments that are particularly good for the mentally retarded to play are:

- Autoharp
- Drums
- Guitar
- Harmonica
- Kazoo
- Mandolin
- Ocarina
- Percussion instruments
- Ukulele

In addition, music appreciation programs and music quiz programs have been used successfully in the total music program for the mentally retarded. Festivals, concerts, or recitals may be organized as special events in the music program.

Rhythmic Activities and Dance

Closely allied to musical activities are various rhythmic and dance activities. The same activities are often used for development of the fundamentals in both areas. However, as the individual progresses and becomes more skilled, musical and rhythmical activities become more specialized and discrete. The same basic values gained from musical activities can be developed from many of the rhythmic and dance activities that are listed here.

For mentally retarded persons of all ages and at all levels of functional ability there are rhythmic and dance activities that will be challenging, satisfying, and enjoyable. Participation in a square dance or social dance gives many retarded people a feeling of normality that may not be enjoyed in other situations or through other activities.

The leader can make necessary adaptations to meet the needs of the individual and of the group. Procedures to be used include the following:

1. Substitute swaying, swinging, walking, sliding, or balance steps for regular dance steps or patterns.
2. Decrease the tempo of the music, especially when teaching the fundamentals of a step or pattern.
3. Encourage each participant to create his own dance steps or patterns.

Some possible rhythmic and dance activities are:

- Basic (fundamental) rhythms
- Children's dance
- Creative rhythms and movement
- Costume dance
- Eurhythmics
- Folk dance
- Grand marches
- Gymnastic dance
- Marching
- Mimetics
- Modern dance
- Rhythmical games
- Rope jumping
- Singing games
- Social dance
- Square dance

Basic Movement

Movement education is a problem solving approach to activity designed to stimulate exploration of space, speed, control, and level of natural body movement. The broad aims are to develop strength, mobility, and agility in the participant, to teach the participant to manage his own body, to facilitate the learning of more specific skills, to give the individual an opportunity for creative physical activity, and to encourage communication of feelings and ideas. Exploration of basic movement can be done upon verbal command, on signals from drums and whistles, or to music.[5]

When offered to the retarded, such activities must be much more definitely structured than when used with normal children. The basic motor or muscular movements that can be approached in this manner include the following.

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[5] Several recent textbooks in elementary school physical education present good descriptions of techniques to use in exploring fundamental movements. Especially useful are Andrews, Saurborn, and Schneider, *Physical Education for Today's Boys and Girls* and Halsey and Porter, *Physical Education for Children* (see bibliography).

Balancing
Bending
Bouncing
Carrying
Catching
Climbing
Crawling
Dodging
Extending
Flexing
Galloping
Gliding
Grasping
Hanging
Hitting
Hopping
Jumping
Kicking
Leaping
Lifting
Passing
Pulling
Punching
Pushing
Reacting to command
Rocking
Running
Shaking
Shifting body weight
Skipping
Sliding
Stopping
Stretching
Striking
Swinging
Tagging
Throwing
Tossing
Turning
Twirling
Twisting
Walking

Physical Fitness Activities

A part of the total program should be devoted to activities that are designed specifically to improve the level of fitness of the retarded. The poorly skilled do not get sufficient exercise from games alone to develop and maintain adequate levels of physical fitness. The retarded are most receptive to activities from this category; they derive satisfaction and enjoyment from them as they become better able to face the rigors of the day.

Some fitness activities that have been successfully used with the retarded include:

Body mechanics and posture activities
Cage ball activities
Calisthenics
Chair activities
Circuit training
Climbing activities
Combatives
Cureton Continuous Gear Program
Corrective exercises
Fitness testing
Interval training
Isometric exercises
Log activities (individual and group)
Medicine ball activities
Obstacle course
Partner activities
PCPF Adult Program
RCAF 5BX and XBX Program
Relays
Roadwork
Rope skipping
Running
Swimming
Stick activities
Tire activities
Tug-of-war
Walking
Weight training

Stunts, Tumbling, and Apparatus Activities

Because their individual nature offers a challenge to every individual, stunts, tumbling, and apparatus activities can be quite effective with the retarded. Satisfaction and confidence develop as the participant masters activities from these areas. General types of stunts, tumbling, and apparatus activities appropriate for use with the retarded include:

Self-testing activities
Singles stunts
Dual stunts
Singles tumbling
Dual tumbling
Individual balances
Dual balances
Pyramids
Free exercise
Balance board activities
Low balance beam
High balance beam
Rope climbing, single rope
Rope climbing, multiple
Jump rope, singles
Jump rope, dual
Jump rope, long rope
Chinese jump rope
Parallel bar, even
Parallel bar, uneven
Horizontal bar,
  high and low
Turning bar
Horizontal ladder
Stall bars
Jungle gym
Still rings
Side horse
Peg board
Trampoline
Mini-tramp
Springboard
Vaulting box
Wall pulleys and weights
Stick activities
Obstacle course (indoor,
  outdoor, improvised)
Medicine ball activities
Weight training
Isometric activities
Stilts and puddle jumpers
Barrel activities
Activities with improvised
  apparatus
Hoop activities
Tire activities

Relays

Relays can be beneficial in teaching general motor skills and specific sports skills, in promoting physical fitness, and in stressing the cooperative team effort needed for group fulfillment of a goal. The number and types of relays are endless. Some general areas from which relays might be selected include the following:

Ball handling
Conditioning activities
Novelty types
Object handling
Special apparatus (tires,
  ropes, barrels, etc.)
Specific skills
Sport types

The following suggestions are offered to the leader to facilitate organizing, conducting, and administering relays.

1. See that teams are as near even in ability as possible. When teams are not equal, have an individual from the short team run an extra time (first and last).

2. Demonstrate how the relay is to be conducted. Have a few individuals go through the movements to make sure that all understand what is to be done. Answer questions after the demonstration.

3. Have six or eight participants on a team. Avoid having too many; six is the ideal number.

4. Indicate clearly how and when each individual is to start, that is, how to tag off the next participant. Indicate what the team members are to do when their group finishes; a good procedure is to have the entire team sit down and raise hands.

5. Use discretion in having coeducational relays. Certain types of relays are adaptable to this organization while others are not; a blend of both should be used.

Games and Sports

Included in this category are the basic games as well as relays to develop specific skills, lead-up games, games of low organization, and modifications of the actual activity. The leader must realize that different games can be used to achieve various goals and that there are all degrees of vigorousness among the specific games. Care must be taken not to overwork this area of the program and not to thrust the retarded person into the activity before he is ready for it—ready mentally as well as physically, emotionally, and socially. Used without discretion and sensitivity the games and sports phase of recreation can harm the total program. Used with care and judgment it can do much to stimulate interest in the overall program.

Many classifications have been developed for games and sports. The following list groups them according to the uses for the retarded:

Game-type activities
Games of low organization
Games of higher organization
Specific lead-up games for certain activities
Athletic games and sports
Line games
Circle games

Team Sports

Virtually all team sports, with appropriate modifications and adaptations, have been used with some degree of success with the retarded. Some of these sports are:

- Baseball
- Basketball
- Football (11-man, 6-man, touch, tag, flag)
- Hockey (field, ice, plastic)
- Lacrosse
- Soccer
- Softball
- Speedball
- Stickball
- Volleyball
- Line games

Dual Sports

A great many of these activities in which two participants engage can be classified as carry-over activities. The individual can participate in dual activities as lifelong leisure-time pursuits. Included are:

- Aerial tennis
- Badminton (singles, doubles)
- Billiards
- Boccie
- Bowling (candlepins, duckpins, tenpins, lawn, plastic pins)
- Box hockey
- Clock golf
- Croquet
- Croquet golf
- Curling
- Deck tennis
- Fencing (rubber, junior, regular)
- Golf
- Handball (one-wall, four-wall)
- Hopscotch
- Horseshoes
- Loop tennis
- Marbles
- Miniature golf (carpet golf)
- Paddle ball
- Paddle handball
- Paddle tennis
- Pool
- Quoits
- Ring toss
- Roquet
- Shuffleboard
- Smash
- Space ball
- Squash racquets
- Table tennis
- Tamburelli
- Tennis
- Tetherball (paddle, regulation, miniature)

Combative Activities

Combative activities, in which they are required to match skill, strength, agility, and endurance with another individual, are quite popular with some of the mentally retarded. Many of these activities are informal (done on a game basis) while others are more formal (team adaptations and competitions). Wrestling is an example of a formal combative activity. Examples of some less formal activities are:

- Arm lock wrestling
- Bulling
- Back-to-back push
- Back-to-back tug
- Back-to-back tug-of-war
- Crab fight
- Hand wrestling
- Hop and pull
- Indian wrestling
- Rooster fight
- Step-on-toes
- Tug-of-war
- Westmoreland wrestling
- Wrist bending
- Wrist tug-of-war
- Wrist wrestling

Individual Sports Activities

There are some activities in which the individual may participate by himself or with others. These activities are usually quite adaptable, and they have carry-over value as lifetime pursuits. Included are:

- Archery
- Bait casting
- Baton twirling
- Bicycling
- Dart throwing (rubber, regulation)
- Diving
- Field activities
- Fishing
- Fly tying
- Hiking
- Horseback riding
- Ice skating
- Kite flying
- Punching bag activities (heavy, light, and bop bag)
- Shooting (air riflery)*
- Skiing
- Swimming
- Top spinning
- Track and field events
- Walking
- Weight training

Outdoor Recreation and Education

Outdoor recreation and education encompass a wide variety of activities in which the natural environment is fully exploited. The retarded can have many worthwhile and satisfying experiences through participation in nature's workshop. Outdoor recreation and education activities are just beginning to find their way into programs for the retarded; the potential is unlimited. Specific focuses of interest and activity include the following:

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* To be used with discretion.

- Animal lore
- Aquatics (see page 50)
- Aquarium activities
- Astronomy
- Bait casting
- Barge trips
- Beach activities
- Bicycle caravans
- Bird watching
- Campfire activities
- Camping (day and residential)
- Canoeing
- Cookouts
- Explorations
- Field trips (see page 61)
- Fire building
- Fishing
- Flower arranging and shows
- Flower growing
- Fossil hunts and mounting
- Gardening
- Hayrides
- Hiking
- Horseback riding
- Hunting
- Identification activities
- Indian lore
- Insect collection and study
- Junior museum (natural history)
- Marine life and museums
- Minerals
- Mountain climbing
- Moss collection and study
- Picnics
- Pioneering
- Reptile study
- Sand play
- Scavenger hunts
- Shooting (air riflery)*
- Trail tours
- Tree study
- Winter activities (see below)

* To be used with discretion.

Winter Activities

Winter activities capitalize upon the desire of people to play in the snow. Leaders in areas in which there is a prolonged winter with lots of snow should fully explore and exploit these activities in their recreation programs for the retarded. Communities not so fortunate should make every possible use of the snow that does accumulate. Artificial snow is being used successfully in many communities and should be fully investigated by communities that do not now have snow making machines.

In addition to values derived from the activities themselves, active participation in the snow and cold weather has a beneficial effect upon the health of the individual; he becomes accustomed, toughened, and resistant to the natural elements. Winter activities include the following:

- Ice hockey
- Ice skating
- Skiing
- Sledding
- Snowballing
- Snow hikes
- Snow sculpture
- Tobogganing

Dramatics

The field of drama offers a number of activities which are easily adapted for the mentally retarded. The full gamut of activities extends from the simplest efforts at role playing and make believe to the more complicated production of plays, pageants, and circuses. They stimulate, motivate, and bring satisfaction and self-confidence to the retarded.

As in many portions of the recreation program, dramatics can be correlated with other areas of the total program—arts and crafts, community service, clubs, and hobbies. Including projects from different areas gives added meaning and importance to drama for the retarded. In addition to the performing phase of dramatics, there are also many behind-the-scenes jobs that can capitalize upon special talents, abilities, and interests of the participants.

Activities in the area of dramatics offer opportunities for personal enjoyment as well as for giving service and pleasure to others. The leader has a special responsibility here for guidance in maintaining standards of taste and appropriateness and in avoiding exploitation of the retarded participant.

Among the many dramatic activities which offer possible values for specific individuals and groups are the following:

Amateur nights
Carnivals
Ceremonials
Charades
Circuses
Comedies
Doll shows
Dramatic play and games
Fairs
Festivals
Follies
Impersonations
Marionettes
Masquerades
Mimetics
Minstrel shows
Operettas
Pageantry
Pantomimes
Parades
Punch and Judy shows and other puppetry
Shadowgraphs (shadow plays)
Story plays and games
Tableaux
Variety shows
Vaudeville shows

Excursions

There are many valuable recreational and educational experiences for the retarded to be found in the neighborhood or local community. Most organizations and agencies welcome groups of visitors and are cooperative in providing tours and guides for them. Important in the program of visits and field trips are the preparations made prior to the event and the follow-up activities that come after. Excursions are big events for the retarded, and they must be well planned and organized. Trips may be taken to aquariums, art galleries, civic entertainments, farms, firehouses, libraries, museums, points of scenic or historic interest, planetariums, public buildings, zoos. Automobile rides; sightseeing tours; a day at an amusement park; boat or train rides; and other outings of various types are other possibilities.

Spectator Events

The comprehensive program for the mentally retarded includes activities that are passive and relaxing as well as those that are active and vigorous. Often the only opportunities the retarded have to attend certain events come through participation in organized recreation programs. Spectator events include the following:

Ballet
Concerts
Dance recitals
Movies
Operas
Parades
Plays
Sports events and athletic contests
Theater

Television, Radio, and Phonograph

Another area of passive recreation involves viewing television and listening to radio and phonograph records. The leader not only recognizes the need for variety in the selection of activities but knows the importance of variation in the intensity of activities. While television watching and radio and phonograph listening can contribute to the development and enjoyment of the retarded, they must be judiciously used and not overworked or abused. In addition to "consumer" benefits, there are a variety of "participation" and "operation" values that should be fully explored by the leader for inclusion in this phase of the program. Such activities include:

Building equipment
Collecting records
Daily radio news service (news of the school, home, or center; community, state, national, and international news)
Ham radio operation and assistance
Individual and group participation in radio programs
Tape recording activities
Transcription library

Quiet Games

A variety of games can be used effectively to promote social adjustment, to stimulate better interpersonal relationships, and to further positive group dynamics. While other benefits will accrue from participation in these activities, the games listed can be particularly effective in furthering social development in the mentally retarded adolescent and adult.

- Bingo
- Canasta
- Casino
- Checkers
- Cribbage
- Dominoes
- Hearts
- Jigsaw puzzles
- Monopoly
- Old Maid
- Parchesi
- Puzzles of all types
- Rummy
- TV games (Password, Match Game, Concentration, Charades, etc.)

Special Events

Special events are those activities in the program that are not scheduled regularly. Many of these events are designed for the entertainment of the individual participant or for the entertainment of others by the participant. In general, the activities capitalize upon the interest and enthusiasm generated from some special occasion, day, or holiday. Special events can be used to help bridge the gap between the retarded and the community. In some recreation programs a special event of some type is held every week. These events add interest to the program, motivate and stimulate the participants, and provide activities that the retarded look forward to with great anticipation.

Some examples of special events are:

- Beauty contests
- Banquets
- Birthday parties
- Carnivals
- Circuses
- Coffee hours
- Contests of all types
- Costume parties
- Demonstrations
- Excursions
- Field days
- Field trips
- Holiday and seasonal programs
- Open houses
- Outings of all types
- Pet shows
- Picnics
- Suppers
- Teas
- Tournaments
- Variety shows
- Visits to various community institutions and landmarks

Social Activities

Studies suggest that mentally retarded persons who are rejected by their associates or who have difficulty adjusting on the job have poor social habits and interpersonal relationships. While it is true that social interaction does exist any time there are two or more people in a group, and that many recreation activities do have a social component, there is need to provide specific activities of a social nature as integral parts of the comprehensive recreation program for the retarded. Care must be taken to plan these activities so that appropriate opportunities will present themselves for achieving the desired and needed objectives. Some specific social activities which can be adapted for the mentally retarded include the following:

- Amateur nights
- Barbecues
- Bingo
- Birthday parties
- Church activities (services and social)
- Clubs (meetings and socials)
- Coke parties
- Costume parties
- Dances and dance classes
- Eating out (going to restaurants)
- Entertaining and being entertained
- Family nights
- Games of various types (see pages 58, 63)
- Group singing
- Holiday celebrations
- Informal socials
- Informal conversations
- Marshmallow roasts
- Musical mixers
- Outings
- Picnics
- Playing games with children
- Potluck suppers
- Record parties
- Scavenger hunts
- Suppers
- Teen centers, canteens, and towns
- Treasure hunts
- Visiting
- Wiener roasts

Organized Groups

In many communities established organizations have special chapters or groups for the mentally retarded. In other communities, the individual retardates are integrated into the regular chapter or group. Both plans have their place, have merit, and have been successful. The important thing is for organizations to include the mentally retarded in their planning and programing. Organizations that have or could assimilate the retarded into their activities include the following:

Boys' clubs
Boy Rangers
Boy Scouts
Brownies
Campfire Girls
Church groups
Cub Scouts
Catholic Youth Organization (CYO)
Explorer Scouts
4-H clubs
Girls' clubs
Girl Scouts
Gra-Y
Granges
Hi Y and Junior Hi Y
Junior Red Cross
Jewish Welfare Board (JWB)
Junior Achievement
Neighborhood houses
Red Cross
Tri Hi Y
Salvation Army
Settlement houses
Sunday school groups
Y Teens
YMCA
YMHA
YWCA
YWHA
Youth hostels

Clubs

Clubs can provide an important outlet for the retarded. They may be special groups of retarded persons or regular clubs in which the retarded are integrated. Some categories of general objectives for clubs are:

1. To acquire knowledge
2. To collect things
3. To encourage creativity
4. To encourage performance
5. To provide service
6. To satisfy special interests

Some specific kinds of clubs that have appealed to the mentally retarded are:

Athletics
Camera
Collectors
Craft
Dramatic
Hobby
Music
Service
Social
Sports
Square dancing
Youth

Mentally retarded young persons can also participate in the social programs provided by youth centers, teen taverns, or teen towns, on an integrated or specialized basis.

Hobbies and Collections

Hobbies, collections, and special interests satisfy many of the same needs and fulfill many of the same objectives as participation in clubs. Some people might prefer to participate in these activities on an individual basis, while others might seek the company of a group. In individual participation, the activity would probably be classified as a hobby; in group participation, it would probably be classified as a club. Both avenues should be fully explored and opened to the retarded. Common activities of this nature include the following:

- Arts and crafts
- Collections of all types
- Cooking
- Electric trains
- Exhibits
- Gardening
- Graphic arts
- Household repairing
- Knitting
- Photography
- Scrapbooks and clipping books
- Sewing
- Shows
- Stamps
- Tinker shop

Community Service

The best way to help many retarded persons is to have them help others. As they participate in needed community projects, they develop greater self-respect and feelings of worth and build a more positive self-image. One way in which a retarded person can become a more worthy citizen is by making positive contributions to the betterment of his community. For many, the only opportunity for participation in this type of activity arises through the recreation program.

Examples of service projects in which the retarded can participate include the following:

- Adolescents
  - Animal care
  - City beautification
  - Clean-up squads
  - Leaders' clubs
  - Officials' groups
  - Playground councils
  - Safety patrols
  - Supplies committees
- Adults
  - Assist in escorting children
  - Help in city beautification
  - Help those with greater impairments
  - Make costumes for different groups and occasions
  - Monitor various occasions
  - Prepare and serve refreshments
  - Volunteer services in mailing and distributing special announcements

Appendix

BIBLIOGRAPHY

The information set forth in this publication is intended to stimulate the reader to do further reading—the recreation leader and physical educator in the area of special education, the special educator in the area of recreation and physical activities, the nonprofessional in both areas. To help accomplish this objective, an extensive bibliography in three parts is presented here as an appendix to *Recreation and Physical Activity for the Mentally Retarded.*

The first part contains publications which have been selected because of the information they present on activities, including both specifics of the activity itself and methods for organizing and teaching. At the end of this section is a list of series of books or pamphlets dealing with specific sports activities. The items included in Part I have been annotated, with a brief indication of the special merits and contributions of the publication. Part II suggests additional reading in depth in the areas of mental retardation and recreation and physical education; the third part gives two continuing reference lists of interest to the readers of this volume.

Those who wish additional information on aspects of recreation and physical activity for the mentally retarded not adequately covered herein are encouraged to write to the Project on Recreation and Fitness for the Mentally Retarded, AAHPER, 1201 Sixteenth St., N.W., Washington, D.C. 20036.

PART I

Sources of activities for teachers, recreation personnel, parents, counselors, and others charged with the responsibility of organizing, conducting, administering, and supervising recreation and physical activity programs for the mentally retarded.

Adult Physical Fitness. President's Council on Physical Fitness. Washing, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1963.

Well illustrated and clearly defined programs for men and women are outlined which are progressive and adaptable for family use. Warm-up activities appropriate for all age groups are included.

Andrews, Gladys. *Creative Rhythmic Movement for Children.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1954.

This book is predicated upon the premise that children are different and that they all possess varying degrees of creativity. Since movement is a natural and vital means of expression, the book uses movement education, exploration, and development as a means for developing better ways of understanding and working with children. The methods discussed have proved to be quite effective with retarded children of all levels.

Andrews, Gladys, Saurborn, Jeannette, and Schneider Elsa. *Physical Education for Today's Boys and Girls.* Boston, Mass.: Allyn and Bacon, Inc., 150 Tremont St., 1960.

The authors integrate the needs and interests of boys and girls into a sound and comprehensive program establishing movement as its basic foundation. Contains detailed instruction for many approaches to physical education instruction.

Avedon, Elliott M., and Arje, Frances B. *Socio-Recreative Programming for the Retarded: A Handbook for Sponsoring Groups.* New York, N.Y.: Bureau of Publications, Teacher's College, Columbia University, 1964.

The emphasis is upon developing a rationale and procedure for organizations and groups of all types to develop recreation programs for the retarded. Pertinent chapters deal with ways and means of sparking community action and models for such programing. Sections listing source materials, including consultation and related sources, selected bibliographical materials, and sample forms, are helpful and valuable to the administrator, supervisor, and professional involved in the program.

Bancroft, Jesse. *Games.* New York, N.Y.: Macmillan Company, 60 Fifth Ave., 1937.

This is a standard source for games and activities. Sections outline numerous athletic and sports activities; active, social, and quiet games; stunts and contests; singing games; bean bag games; ball games; and track and field events. Information concerning the place and space needed, the grade or age group, the number of players, and a description of the activity is given for each event listed. A complete classification index facilitates use of the book.

Basic Guide for Volunteers in Teaching Physically Handicapped Children to Swim. Worcester, Mass.: Bay State Society for the Crippled and Handicapped.

Intended as a supplement to the American Red Cross Instructor's Manual *Swimming for the Handicapped,* this guide concerns basic techniques and procedures at the beginner level, to instruct the volunteer assistant in the special needs of handicapped children. Sections cover the value of swimming for the handicapped, precautions and hazards to be considered in the swimming program, teaching methods and techniques, code of volunteer rights and obligations, suggested water games, and skill progression for the beginner.

Bauer, Lois M., and Reed, Barbara A. *Dance and Play Activities for the Elementary Grades.* New York, N.Y.: Chartwell House, Inc., 1960.

Contains experiences adjusted to suit the physical and emotional level of the child at each grade.

Blake, O. William, and Volpe, Ann M. *Lead-Up Games to Team Sports.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964.

This book is a useful source of good games "leading-up" to team sports. Lead-up games to basketball, field hockey, lacrosse, soccer, football, softball, speedball, and volleyball are included. Basic skill charts are included for each activity showing the skills that are developed through each game. Complete details of all games are given along with appropriate illustrations.

Carlson, Bernice Wells, and Ginglend, David R. *Play Activities for the Retarded Child.* Nashville, Tenn.: Abingdon Press, 201 Eighth Ave. S., 1961.

A guide for parents and teachers, the experienced or the inexperienced in conducting play and recreational activities for the retarded. Sections include specific play activities in these categories: games, crafts, musical activities, and informal and imaginative play. The needs and special problems of the retarded are discussed. Activities are classified also on the basis of developmental areas: mental health, social, physical, language, and intellectual.

Chapman, Fred M. *Recreation Activities for the Handicapped.* New York, N.Y.: Ronald Press, 15 E. 26th St., 1960.

Activities are discussed and classified according to these categories: arts and crafts, dance, dramatics, hobbies and special interest, musical, nature and outing, social recreation, special events, sports and games, and audiovisual activities. Sections on firms and organizations dealing in equipment and supplies applicable for the program, and a comprehensive bibliography are valuable. Activities are also indexed according to diagnostic groups.

Clarke, H. Harrison, and Haar, Franklin B. *Health and Physical Education for the Elementary School Classroom Teacher.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964.

A standard elementary school physical education textbook. Chapters deal with specific activities in these areas: exercises, stunts, and apparatus; games and sports; rhythms and singing dances; and folk dances. Activities are classified into three categories according to developmental level of the child. Excellent chapters also deal with the need for physical education, the objectives of the program, child growth, and individual differences in the attainment of motor skills.

Classroom Activities. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N.W., 1963.

This booklet has been designed for the classroom teacher, suggesting activities that may be taught and enjoyed in the classroom. Plays, quiet games, active games, body mechanics activities, stunts, and tumbling activities have been included. No attempt has been made for grade placement of the activities because of the wide range in children's experiences. Selected films, filmstrips, and books are listed.

Cureton, Thomas K. *Physical Fitness and Dynamic Health.* New York, N.Y.: Dial Press, 750 Third Ave., 1965.

In addition to the "why" of physical fitness, the author presents a series of simple tests by which fitness can be measured and outlines in carefully illustrated detail a program for getting into top-notch condition. A system of exercises for developing particular parts of the body is included.

Cycling in the School Fitness Program. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N.W., 1963.

Various aspects of cycling for fitness are outlined in detail. The contributions of cycling to fitness (physical, psychological, emotional, and social) are explored. Sections discuss bicycle clubs, competitive cycling, and cycling in the physical education and recreation programs.

Dauer, Victor P. *Fitness for Elementary School Children Through Physical Education.* Minneapolis, Minn.: Burgess Publishing Co., 426 S. Sixth St., 1962.

This is a well organized and developed book which approaches fitness from many angles. Chapters are devoted to various types of activities (relays, games, basic skills, movement, rhythms, folk dance, specific sports) for the various levels (primary and intermediate). Programs are further explored for each grade level. One chapter deals with fitness from an exercise point of view.

Delacato, Carl H. *The Diagnosis and Treatment of Speech and Reading Problems* and *The Treatment and Prevention of Reading Problems.* Springfield, Illinois: Charles C. Thomas, 1963 and 1959.

Both of these publications deal with the concept of neurological organization as a basis for child development. While application is made to treatment and correction of speech and reading problems, there is much of value to and applicable for use in physical activity programs. Many of the principles underlying the outlined procedures are not new to physical therapists and physical educators, who have been using them effectively. A great many of the specific movements are being incorporated into physical education programs for the mentally retarded to attack specific motor difficulties.

DeWitt, R. T. *Teaching Individual and Team Sports.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1953.

Twenty-five different sports and games are discussed by individuals who have proved their excellence as teachers of these activities. Each chapter deals with the background, basic skills, teaching procedures, skill tests, definitions of terms, and a selected bibliography for the respective activities.

Diem, Liselott. *Who Can?* Downers Grove, Ill.: Gretel & Paul Dunsing, George Williams College, 555-31st St., 1962.

This book illustrates and outlines programs and procedures for the development of ball skills and basic body movements, based on the author's physical education work in Cologne, Germany.

Donnelly, Richard J.; Helms, William G.; and Mitchell, Elmer D. *Active Games and Contests.* Second edition. New York, N.Y.: Ronald Press, 15 E. 26th St., 1958.

Covering the entire scope of active play, this book contains selections to fit almost any occasion. Traditional and well-known games and contests, together with new, original, and unique activities are presented.

Fabricius, Helen. *Physical Education for the Classroom Teacher.* Dubuque, Iowa: Wm. C. Brown, 135 S. Locust St., 1965.

Written so that the nonspecialist in physical education can guide and direct children through a series of physical education activities that will contribute to their growth, development, and health. Activities are classified by grade level to assure progression. A good source of general fitness and self-testing activities, games and sports, rhythms, and relays for the elementary school level.

Fait, Hollis. *Physical Education for the Elementary School Child.* Philadelphia, Pa.: W. B. Saunders Co., W. Washington Sq., 1964.

A definitive explanation of the program of instruction for grades 1 through 6.

Fait, Hollis. *Special Physical Education: Adapted, Corrective, Developmental.* Philadelphia: W. B. Saunders Co., W. Washington Sq., 1966.

This is the revised and enlarged edition of the author's original *Adapted Physical Education.* Chapters deal with the organization, administration, supervision, and teaching of adapted, corrective, and developmental physical education in different environmental settings to individuals with a variety of impairments. Special con-

sideration is also given to the problems of the mentally retarded. In addition to a chapter discussing some of the theoretical and practical considerations of programing for the mentally retarded, a special section deals with physical fitness testing of the retarded. The tests and procedures offered are based on the author's personal study and investigation at Mansfield State Training School and Hospital in Connecticut.

Farina, Albert M.; Furth, Sol H.; and Smith, Joseph M. *Growth Through Play*. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1959.

This book is organized by age levels, giving developmental characteristics, neuromuscular development, and social development. A selected representative sample of activities is included for each of the age groups.

Fun at the Meeting Place. National 4-H Supply Service by special arrangement with University of Illinois Extension Service in Agriculture and Home Economics.

A good selection of a variety of active, quiet, and passive recreational activities are described. Most of these are appropriate for and have been used successfully with the retarded.

Fun for Happier Families. Baton Rouge, La.: Louisiana State University and Agricultural and Mechanical College (Division of Agricultural Extension), Publication 1191, January 1956.

Recreational activities in which the entire family can participate are described. Included are outdoor games, indoor games, and outdoor cooking. Activities are fully explained and illustrated where applicable.

Fun for Your Family. Ithaca, N.Y.: Cornell University (New York State College of Home Economics), Bulletin 791, November 1955.

This is a comprehensive exploration of the why, what, and how of family recreation. Samples of specific types of activities are listed, and a selected bibliography of more complete sources is given for each of the categories discussed.

Games and Self-Testing Activities for the Classroom. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1954.

Selected games and self-testing activities appropriate for use indoors where space limitations must be considered are outlined. Numerous practical suggestions are offered along with other sources in which more thorough treatment of these activities is given are valuable contributions of this pamphlet.

Games for Small Groups. National 4-H Supply Service by special arrangement with University of Illinois Extension Service in Agriculture and Home Economics.

A good selection of a variety of quiet games, circle games, team games, relays, stunts, and challenges is given. These are activities appropriate for small groups and adaptable for indoor or outdoor use. Additional sources and hints for leading games are also outlined.

Games of a High and Low Organization Nature. Nashville, Tenn.: Recreation Department.

This is a publication designed for summer playground workers. It contains games for all ages and levels that can be used in the physical education and recreation programs for the retarded.

Geri, Frank H. *Games, Rhythms, and Stunts for Children.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1957.

This book lists a variety of games suitable for both large and small groups. The illustrations and descriptions of the skills and drills help to demonstrate correct techniques, and the chapter on safety is noteworthy.

Gilb, Stella. *The Gilb Revised Card File of Games.* Lexington, Ky.: Hurst Publishing Co., 1962.

Games for all ages and all occasions are classified as to exercise, lead-off, second choice, and end-up. Activities are appropriate for the playground, gymnasium, classroom. Each game is given on a removable card that lists the type of game, grade level, where it can be played, number of players, equipment needed, directions for playing, diagrams, and teaching suggestions. Several cards deal with formations, relays, rhythms, safety considerations, and general hints and suggestions.

Ginglend, David, and Gould, Kay. *Day Camping for the Mentally Retarded.* New York, N.Y.: National Association for Retarded Children, 386 Park Ave. S., 1962.

A complete exploration of day camping for the retarded. This deals with organization, staffing, operation, evaluation, and home-community-camp relationships. Appendixes deal with such practical problems as budget, job descriptions, forms, and bulletins. A bibliography on camping is included.

Ginglend, David, and Stiles, Winifred E. *Music Activities for Retarded Children: A Handbook for Teachers and Parents.* Nashville, Tenn.: Abingdon Press, 201 Eighth Ave. S., 1965.

The importance of music in the learning process of the mentally retarded is discussed. Specific song material and simple folk dances with practical hints are listed in detail. Hints for using the record player, autoharp, and percussion instruments are listed. Sources of printed material, records, and instruments usable in the program are also listed.

Gowing, Gene. *The Square Dancers' Guide.* New York, N.Y.: Crown Publishers, Inc., 419 Park Ave. S., 1957.

This complete book about all types of American folk dancing covers all the basic patterns, the essentials for square dance leaders and callers, and a treasury of 54 favorite dances with full directions, calls, tunes, and sample programs.

Halsey, Elizabeth, and Porter, Lorena. *Physical Education for Children: A Developmental Program.* Revised edition. New York: Holt, Rinehart and Winston, 383 Madison Ave., 1963.

This text, based upon sound principles of child growth and development, presents useful information for providing daily appropriate learning experiences for children. Movement exploration is emphasized as an effective method of developing all activity skills, and suggestions are included for integrating this material with the rest of the physical education program.

Handbook for Recreation. Washington, D.C.: U.S. Government Printing Office, Division of Public Documents, 1960. (Catalog No. FS 14.1111:231)

Provides plans for parties and picnics, instructions for hundreds of games for indoors and outdoors, and detailed suggestions for such activities as dances, dramas, storytelling, and singing. Directed mainly toward the increasingly large number of nonprofessional recreation leaders, and other volunteers, this handbook should prove helpful in many ways to the professional leader.

Harbin, E. O. *The Fun Encyclopedia.* Nashville, Tenn.: Abingdon Press, 201 Eighth Ave. S., 1960.

Over 2400 suggested activities of all types are listed in these categories: quizzes, mental games, nonsense games, musical activities, quiet games for large and small groups, brain teasers, riddles, party plans, fun on special days and holidays, outdoor activities, picnic plans, hiking, camping, hobbies, crafts, dramatics, and musical programs.

Hindman, Darwin. *Complete Book of Games and Stunts.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1956.

This is a complete collection of games of all types that can be played in a variety of settings. A distinctive feature is its logical classification of activities. Major divisions include *indoor games*—quiet games and stunts; active games, contests, and stunts; puzzles and problems; *active games*—tag, running, dodgeball games; combat, stunt, and alertness games; target games; propel and catch games; baseball games; bombardment games; and goal games.

Homemade Games. National 4-H Supply Service by arrangement with Agricultural Extension Service, College of Agriculture, University of Wisconsin.

Materials, construction instructions, and playing directions for a variety of games that can be used in several parts of the complete recreation program are given. Both construction and final game are of the kind which have been successfully used with the retarded.

How We Do It Game Book. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N.W., 1964.

Collection contains games which have been developed by teachers and recreation leaders to fill a need for activity, lead-up skills, and variety in the program. Games designed for instruction and fun for children (youth and adults) are classified according to game type: badminton, handball, tennis, basketball, bowling, dodge, football, low organized, golf, hockey, lacrosse, baseball, kickball, softball, soccer, speedball, and volleyball.

Humphrey, James. *Child Learning Through Elementary Physical Education.* Dubuque, Iowa: Wm. C. Brown Publisher, 135 S. Locust St., 1965.

> This book deals with physical education as a specific subject within the school curriculum that makes significant and unique contributions to the total growth and development of the child and aids in the fulfillment of the aims and objectives of education in general. It also deals with the potential of physical education to serve as the core around which learning experiences in reading, mathematics, science, and social studies can be developed. This is not an activities book, but a book that attempts to provide an understanding of the impact of physical education as a potential tool in the education of the elementary school child. As such, it can be used as a resource book for the teacher of the mentally retarded in developing a rationale for the place of physical education in the curriculum of the retarded.

Hunt, Sarah E. *Games and Sports the World Around.* Third edition. New York, N.Y.: Ronald Press, 15 E. 26th St., 1964.

> Provides teachers and recreation leaders with a comprehensive source of play activities drawn from all parts of the world. Age level, number of players, playing areas, supplies, type of game, intellectual appeal are given for each game. Activities are indexed and organized by country.

Kephart, Newell C. *The Slow Learner in the Classroom.* Columbus, Ohio: Charles E. Merrill Books, Inc., 1300 Alum Creek Dr., 1960.

> Two chapters, "Motor Bases of Achievement" and "Sensory Motor Training," are particularly good. The former deals with the muscular basis of behavior, posture, laterality, directionality, and body image. The latter deals with specific activities (walking board, balance board, trampoline, stunts, games, and rhythms). There is a good section on testing the sensory-motor ability of the youngster.

Kirchner, Glenn. *Physical Education for the Elementary School Child.* Dubuque, Iowa: Wm. C. Brown Publisher, 135 S. Locust St., 1966.

> This is designed as a basic reference for those concerned with elementary school physical education. The profuse illustrations and accompanying explanatory materials make it a most valuable source for the classroom teacher and physical education specialist alike. Activities and presentations are based on the growth and development patterns of children, interests of youngsters, and the field experiences of a number of successful teachers. Activities are divided according to primary and intermediate levels and categorized as rhythms, self-testing activities, games, and physical fitness evaluation. Teachers of the mentally retarded will find this a most interesting, stimulating, and valuable book.

Kulbitsky, Olga, and Kaltman, Frank L. *Teachers' Dance Handbook: Kindergarten to Sixth Year.* Newark, N.J.: Bluebird Publishing Co., 1959.

> The contents of this handbook have been collected by an outstanding teacher in the field of dance education and provide a valuable tool for the teacher of the mentally retarded. It outlines a practical

program with logical progression based on the growth and development of growing children. Contents include chapters on rhythms, song plays, simple dances, and ethnic folk music and dance. Musical accompaniment is included.

Latchaw, Marjorie. *A Pocket Guide of Games and Rhythms for the Elementary School.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1956.

Games are divided by categories: running-tagging, throwing-catching, kicking, striking, relays, races, rhythms, and classroom games. Within each category, games are broken down by grade levels (1-2, 3-4, 5-6). An excellent feature of this book is its evaluative check list for each activity. Prior to each section is listed the proper mechanics in executing the basic fundamentals involved in the games.

McCoy, Mary E., editor. *Recreational Games and Sports.* Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N.W., 1963.

This booklet stresses a variety of activities for the comprehensive recreation program. Included are recreational dances, novelty dances, grand march variations, rainy day activities, homemade games, and specific individual-dual activities with rules and diagrams.

McNeice, William C., and Benson, Kenneth R. *Crafts for the Retarded: Through Their Hands They Shall Learn.* Bloomington, Ill.: McKnight and McKnight Publishing Co., Rte. 66 at Towanda Ave., 1964.

This has been written primarily for teachers, parents, and others who work with those who have some degree of retardation. It is an excellent resource which provides practical, sequential, and creative arts and crafts projects for the retarded. The projects are coded to indicate the use of small or large muscles, the degree of difficulty, and the required time for completion of the project. There are sections on the use of common tools and the selection of materials for use in the program.

Miller, Arthur G., and Whitcomb, Virginia. *Physical Education in the Elementary School Curriculum.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1963.

Sections are devoted to the organization and administration of the physical education program. The bulk of the book deals with activities of various types at different levels. There is an excellent section on integration of physical education with other areas of the program that is quite appropriate for a program for the retarded.

Morgan, R. E., and Adamson, G. T. *Circuit Training.* London, England: G. Bell and Sons, Ltd., 1959.

The first complete and authentic account of circuit training ever published. The principles and methods of circuit training, descriptions and photographic illustrations of recommended exercises, and observations on exercise selection and classification, supported by the detailed analysis of individual exercises make up the major part of this book. This program has been successfully used with the retarded.

Nagel, Charles. *Play Activities for Elementary Grades.* St. Louis, Mo.: C. V. Mosby Co., 3207 Washington Blvd., 1964.

This is a convenient source of indoor activities for children of elementary school age. Activities include games, relays, stunt play, and fitness tests. Games are organized according to quickly organized games (quiet, semi-active, and active), relays, stunt play, and fitness tests. Information given for each game includes equipment required, values and skills, grade level, and the type of activity.

Orlick, Emanuel, and Orlick, Mosley. *Teacher's Illustrated Handbook of Stunts.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1963.

Well illustrated with stick figures, this book deals with warm-up activities, individual activities, dual activities, and group activities. Features include safety hints, categorization, and emphasis by chronological age levels.

Peck, Ruth L., and Aniello, Robert S. *What Can I Do for an Art Lesson?* West Nyack, N.Y.: Parker Publishing Co., Inc., 1966.

This handbook of 60 art lessons gives detailed, easy to follow, step-by-step directions for each lesson, covering lesson objectives, material to be used, motivation, transition to and supervision of work periods, and evaluation of pupils' work. Many variations are given so that they can be adapted to the individual abilities of the child. Chapters deal with all of the various media usually included in art programs. Much of the material is adaptable for arts and crafts programs for the mentally retarded.

Perry, Natalie. *Teaching the Mentally Retarded Child.* New York, N.Y.: Columbia University Press, 2960 Broadway, 1960.

This contains background and research materials. One chapter deals with physical activities classified according to beginner, intermediate, and advanced.

Physical Conditioning. Washington, D.C.: Department of the Army (TM 21-200), December 1957.

Many of the activities that are included in the army's conditioning program are adapted from elementary school activities. There are excellent sections on games, relays, obstacle and confidence courses, exercises and calisthenics, combatives, and guerrilla (astronaut) drills.

Physical Education File. South Orange, N.J.: National Council on Physical Education, 1964.

This three-volume file is designed so that program activities can easily and quickly be effected through a series of sequential, progressive, and correlated lesson guides. A teacher's manual is a part of each file, giving additional information about the activities and many valuable teaching hints and suggestions. Activities are classified according to the following categories: marching and tactics, basic coordination, calisthenics, sports skills, games, relays, story plays, rhythms, mimetics, stunts, and testing. The sequential nature of this presentation makes it applicable to the mentally retarded.

Physical Education for High School Students. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N.W., 1960.

Chapters are devoted to sports (20), dance (4), and games and parties (2). Included in each chapter are sections dealing with the activity itself, basic skills, expected rules of sportsmanship, safety hints and suggestions, required equipment, teaching methods and techniques, and terms used in the activity.

Physical Fitness Elements in Recreation: Suggestions for Community Programs. President's Council on Physical Fitness. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1962.

Outlines activities of the community recreation program that can make specific contributions in the development of physical fitness. A wide variety of activities are discussed within this frame of reference.

Pomeroy, Janet. *Recreation for the Physically Handicapped.* New York, N.Y.: Macmillan Co., 60 Fifth Ave., 1964.

Comprehensive treatment dealing with how the private agency or community itself can begin a recreation program for the handicapped; qualifications and duties of leaders in the program; financing the program; public relations; program planning; transportation; facilities; and equipment. Individual chapters deal with the program activities themselves, including music, dance, arts and crafts, games, and sports. Particular emphasis is given to adaptations of activities for the handicapped. A complete bibliography is given by chapter topic.

Prudden, Bonnie. *Is Your Child Really Fit?* New York, N.Y.: Harper and Row, 49 E. 33rd St., 1956.

The original White House Report concerning the physical fitness of American youth is expanded upon, discussing the problem of American unfitness and its serious implications for the country. Various attacks and approaches are explored and explained in detail. There are chapters on activities and evaluation of fitness of children and adults.

Recreation for the Mentally Retarded: A Handbook for Ward Personnel. Atlanta, Ga.: Southern Regional Education Board, 130 Sixth St., N.W., 1964.

This handbook was developed as part of the Attendant Training Project. Included are sections dealing with the philosophy and theory of recreation for the retarded, the role of the attendant in providing recreation for the retarded, and selecting activities best suited for the retarded. The bulk of the book is devoted to descriptions of a variety of active games, music and rhythms, quiet and table games, arts and crafts, and homemade games and equipment. Space is provided for coding and indexing activities according to the individual's subjects.

Rhythmic Activities: Grades K-6. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N.W., 1964.

Designed for the classroom teacher. Deals with the needs for rhythmic experiences, approaches for movement experiences, selecting rhythmic activities, developing rhythmic skills, integrating rhythmic experiences. Includes list of resource materials.

Robins, Ferris, and Robins Jennet. *Educational Rhythmics for Mentally Handicapped Children.* New York, N.Y.: Horizon Press, 156 Fifth Ave., 1965.

This book presents the approach of a group in Switzerland in using fundamental rhythms in dealing with the retarded. The book is well illustrated, and explanations of the various movements are well described. Activities, moving from the simple to the more difficult, are of the type known as movement exploration in this country.

Royal Canadian Air Force Exercise Plans for Physical Fitness. Mt. Vernon, N.Y.: This Week Magazine.

This outlines the famous XBX 12-minute per day program for women and 5BX 11-minute per day program for men. The useful aspects of this program are its progressive nature and the fact that all body areas are included. This is adaptable for total family use and has been used successfully with the retarded.

Schen, Elizabeth, and others. *Physically Education Methods for Elementary Schools.* Philadelphia, Pa.: W. B. Saunders, W. Washington Sq., 1949.

This is a standard elementary school text. It deals with the teacher, the program (planning), games of low organization, games of high organization, sports units and skills, individual and dual games, rhythms. One of the strongest points is the progressive approach to all activities.

Schlotter, Bertha, and Svendsen, Margaret. *An Experiment in Recreation with the Mentally Retarded.* Revised edition. Springfield, Ill.: State Department of Public Welfare, 1951.

This describes an experiment in recreation programing at the Lincoln State School and Colony. Detailed analysis and discussion are given to organization of the program, participants' response to activities, play equipment, and facilities used. Activities are indexed in five ways: alphabetical, complexity, motor activity, equipment, social interaction. Much emphasis is placed upon the importance of mental age in selecting activities for the recreation program for the retarded.

Schneider, Elsa, editor. *Physical Education in Small Schools.* Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N.W., 1948.

Games, relays, self-testing activities, rhythmic activities, and classroom activities are discussed and outlined. Information for each activity includes space needed, equipment requirements, number of players, formations used, the game itself, scoring regulations, and teaching hints and suggestions.

Schwartz, Alvin. *A Parent's Guide to Children's Play and Recreation.* New York, N.Y.: Collier Books, 60 Fifth Ave., 1963.

This is an introduction to the play activities that most children enjoy. It is practical, imaginative, and beneficial to parent, teacher, counselor, recreation leader, etc. There is a chapter on games as well as others on a variety of recreational activities. This book shows what can be done with a minimum of equipment and a maximum of initiative.

Seaton, Don C.; Clayton, Irene A.; Leibee, Howard C.; and Messersmith, Lloyd. *Physical Education Handbook.* Second edition. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1954.

Thirty different sports and athletic games are thoroughly discussed. All of the important information for the teacher or recreation worker is included.

Sisters of St. Francis of Assisi. *Physical Education Curriculum for the Mentally Handicapped.* Milwaukee, Wisconsin: Cardinal Stritch College, 1962.

This guide, based upon the experience gained in teaching the mentally retarded by the Sisters of St. Francis of Assisi in the St. Coletta Schools, presents a sequential curriculum specifically designed for these children. Games and exercises requiring high level organization and complex response are omitted or presented in modified form. Rhythmic response activities, group games, physical fitness exercises, relays, and self-testing activities are grouped into five functional levels (MA 3.0 to 12.0) with detailed descriptions, procedures, and teaching suggestions for each. Review of activities from preceding levels is emphasized. Lists of usable books, filmstrips, and records are appended. This book is highly recommended as a resource for those involved in physical education or recreation programs for the mentally retarded.

Sports Library for Girls and Women. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N.W.

Contains twelve guides dealing with aquatics, archery, riding, basketball, bowling, fencing, golf, field hockey, lacrosse, gymnastics, outing activities, winter sports, soccer, speedball, softball, tennis, badminton, track and field, and volleyball which stress teaching skills and discuss proven techniques. Official rules are included.

Stanley, D. K., and Waglow, I. F. *Physical Education Activities Handbook.* Boston, Mass.: Allyn and Bacon, Inc., 150 Tremont St., 1964.

Thirty different sports and athletic games are thoroughly discussed. All of the important information for the teacher or recreation worker is discussed.

Stein, Julian U. "A Practical Guide to Adapted Physical Education for the Educable Mentally Handicapped." Washington, D.C.: *Journal of Health, Physical Education, Recreation,* 1201 Sixteenth St., N.W., December 1962, p. 30.

Curriculum guidelines, activities, teaching hints, and suggestions are outlined and discussed in detail for organizing, conducting, administering, and supervising a physical education program for the mentally retarded. Article describes program and practices that have been successfully used over a period of several years.

Swimming for the Mentally Retarded. New York, N.Y.: National Association for Retarded Children, 420 Lexington Ave., 1958.

A practical approach is developed for teaching swimming to the mentally retarded. Sections deal with organizing the program, the program itself, including values, objectives, skills to be taught, and teaching suggestions and procedures. Forms used for admission, health certification, and progress records are included.

Teach Johnny to Swim. Washington, D.C.: American National Red Cross, 17th St. between D & E Sts., N.W., 1957.

Geared to parents and nonprofessionals for teaching children to swim, this deals with readiness activities, practice plans, breathing techniques, basic skills, and teaching the complete stroke. Presents a logical and progressive sequence of activities for teaching the various skills.

Van der Smissen, Betty, and Knierim, Helen. *Fitness and Fun Through Recreational Sports and Games.* Minneapolis, Minn.: Burgess Publishing Co., 426 S. Sixth St., 1964.

A handy reference book that lists individual and dual sports, active skill games, board games, puzzles, and tricks. Lists of sources for obtaining special rules for activities and suppliers of equipment are included.

Vigor. President's Council on Physical Fitness. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1964.

A complete exercise plan for boys ages 12 to 18.

Vim. President's Council on Physical Fitness. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1964.

A complete exercise plan for girls ages 12 to 18.

Wallis, Earl L., and Logan, Gene A. *Exercise for Children.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1966.

This book outlines a functional program of developmental exercises for children. The exercises described are primarily designed for the full range of elementary school aged children. The program is not proposed as a substitute for a well-rounded physical education program but rather as an efficient way to approach developmental problems so that more time may be freed for other important aspects of child growth and development. Specific treatment is given to the development of endurance, flexibility, strength, and exercises for physical divergencies.

Werner, George I. *After-School Games and Sports.* Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N.W., 1964.

This manual presents adaptations of games suitable for youngsters in grades 4, 5, and 6, with information about how to plan and lead after-school programs of physical activity.

Young, Helen L. *A Manual-Workbook of Physical Education for Elementary Teachers.* New York, N.Y.: Macmillan Company, 60 Fifth Ave., 1963.

Shows how to create a physical education program to meet the needs of any elementary classroom situation. Describes numerous activities with methods for teaching them.

Youth Physical Fitness: Suggested Elements of a School Centered Program. President's Council on Physical Fitness. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1961.

This deals with identification of physically underdeveloped children and procedures designed to improve their performance. Contains activities that can be done individually as well as in class situations. Outlines both screening and diagnostic testing procedures. Well illustrated and graded according to level for all activities.

Several companies publish and distribute series of booklets dealing with the methods and techniques of teaching specific sports. The five series listed here are presented in such a manner that certain materials in each can be adapted and used in teaching the mentally retarded.

William C. Brown Publisher, 135 S. Locust St., Dubuque, Iowa.

Within the series, separate books deal with archery, badminton, bowling, circuit training conditioning for women, fencing, field hockey, golf, handball, isometrics, men's basketball, men's gymnastics, modern dance, physical and physiological conditioning for men, skin and scuba diving, soccer, softball, squash racquets, swimming, track and field, volleyball, weight training, women's basketball, women's gymnastics, and wrestling.

Wadsworth Publishing Co., Belmont, California.

Within the series, separate books deal with archery, badminton, bowling, conditioning, golf, handball, skin and scuba diving, social dance, swimming, tennis, weight training, and volleyball.

The Athletic Institute, 805 Merchandise Mart, Chicago, Illinois.

Within the series, separate books deal with apparatus activities for boys and men, archery, badminton, baseball, basketball, basketball for girls, bowling, campcraft, cycling, diving, fencing, field hockey, golf, gymnastics for girls and women, ice skating, judo, lifesaving, skiing, skin and scuba diving, soccer, softball, swimming, table tennis, tennis, track and field, track and field for girls, trampoline, tumbling, volleyball, and wrestling. Each of these booklets in the "How to Improve Your __________" series is illustrated with the actual frames from a companion filmstrip series that can be used with the booklets.

Division for Girls and Women's Sports, American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N.W., Washington, D.C.

Within the series, entitled Sports Library for Girls and Women, separate books deal with a variety of sports, individual and dual activities, and recreational topics (see listing on page 81). These are revised and updated every two years and present many interesting and excellent teaching tips and suggestions.

Lifetime Sports Education Project, American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N.W., Washington, D.C.

Several pamphlets are available which deal with archery, badminton, bowling, golf, and tennis. Also available are posters and filmstrips.

PART II

For the interested reader, professional, parent, or volunteer, who is desirous of learning in more depth about mental retardation, physical education, or recreation.

Blodgett, Harriet E., and Warfield, Grace J. *Understanding Mentally Retarded Children.* New York, N.Y.: Appleton-Century-Crofts, 60 E. 42nd St., 1959.

Bucher, Charles A., and Reade, Evelyn M. *Physical Education and Health in the Elementary School.* New York, N.Y.: Macmillan Company, 60 Fifth Ave., 1964.

Clarke, H. Harrison, and Clarke, David H. *Developmental and Adapted Physical Education.* Englewood Cliffs, N.J.: Prentice-Hall, 1963.

Daniels, Arthur S., and Davies, Evelyn A. *Adapted Physical Education.* Second edition. New York, N.Y.: Harper & Row, Publishers, 49 E. 33rd St., 1965.

Dybwad, Gunar. *Challenges in Mental Retardation.* New York, N.Y.: Columbia University Press, 2960 Broadway, 1963.

Garton, Malinda D. *Teaching the Educable Mentally Retarded.* Springfield, Ill.: Charles C Thomas, Publisher, 301-327 E. Lawrence Ave., 1961.

Goals for American Recreation. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N.W., 1964.

Goldstein, Herbert. *The Educable Mentally Retarded in the Elementary School.* What Research Says to the Teacher #25. Washington, D.C.: National Education Association, 1201 Sixteenth St., N.W., 1962.

Hunsicker, Paul. *Physical Fitness.* What Research Says to the Teacher #26. Washington, D.C.: National Education Association, 1201 Sixteenth St., N.W., 1962.

Hunt, Valerie V. *Recreation for the Handicapped.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964.

Ingram, Christine P. *Education of the Slow-Learning Child.* New York, N.Y.: Ronald Press, 15 E. 26th St., 1953.

Jordan, Thomas E. *The Mentally Retarded.* Columbus, Ohio: Charles E. Merrill Books, Inc., 1300 Alum Creek Dr., 1961.

Kelly, Ellen D. *Adapted and Corrective Physical Education.* Fourth edition. New York, N.Y.: Ronald Press, 15 E. 26th St., 1965.

Kirk, Samuel A. *Educating Exceptional Children.* Boston, Mass.: Houghton Mifflin Co., 2 Park St., 1962.

Kirk, Samuel A., and Johnson, G. Orville. *Educating the Retarded Child.* Cambridge, Mass.: Riverside Press, 1951.

Kirk, Samuel A.; Karnes, Merle B.; and Kirk, Winifred D. *You and Your Retarded Child.* New York, N.Y.: Macmillan Co., 60 Fifth Ave., 1955.

Mathews, Donald K.; Kruse, Robert; and Shaw, Virginia. *The Science of Physical Education for Handicapped Children.* New York, N.Y.: Harper and Row, 49 E. 33rd St., 1962.

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PART III

Reference lists for further study of the subject of recreation and the mentally retarded.

A Bibliography for Parents and Professionals in the Area of Recreation for the Mentally Retarded. New York, N.Y.: National Association for Retarded Children, 420 Lexington Ave.

Books, articles, and reports dealing with community recreation, camping, swimming, and scouting are listing individually. There are additional sections listing similar sources for institutional recreation and pertinent research references. All sources are identified which are particularly recommended for parents and volunteer workers.

A Guide to Books on Recreation. New York, N.Y.: National Recreation and Park Association, 8 W. Eighth St.

Comprehensive list of books and other recent publications in the field of recreation. Includes pamphlets and "how to" guides on activities for special groups.